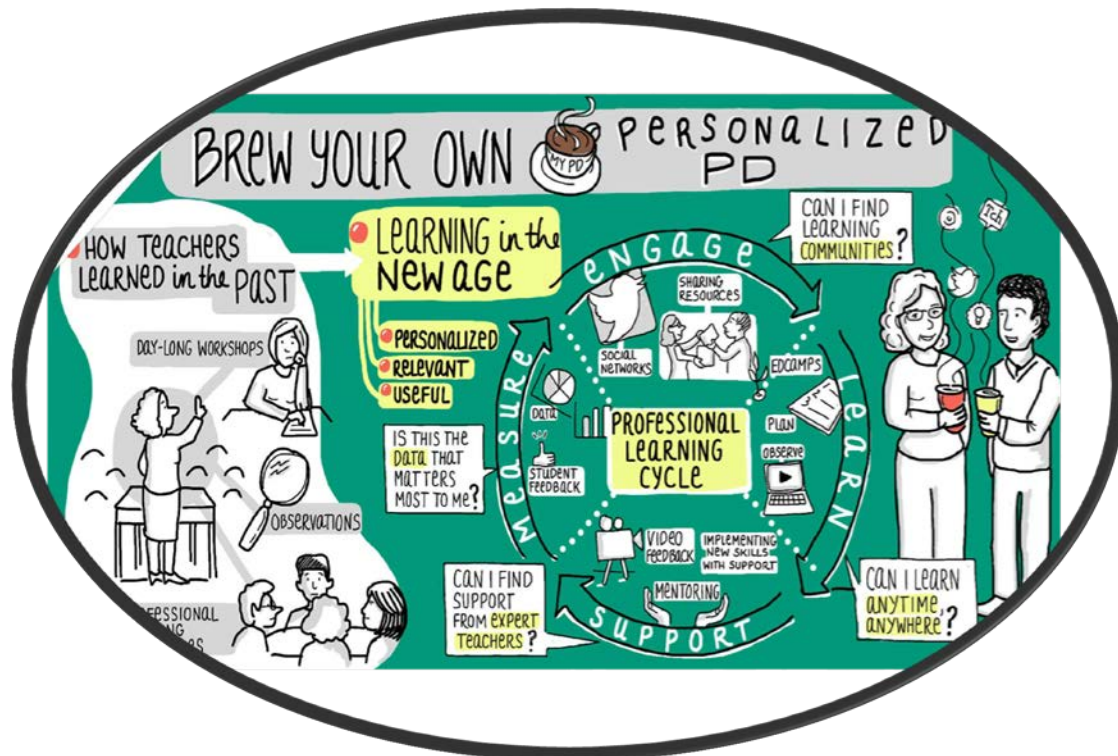


From professoriate to private & initial education: Products of the lectoraten that can be used intramurally or extramurally



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From professoriate to private & initial education: products of the lectoraten that can be used intramurally or extramurally

Introduction

At the end of January 2015 I was given a research assignment formulated and sponsored by two professors of professorships (hereafter lectoraten) associated with the Academy for Social Studies (SASS), and the manager of Professionals and Bedrijven (hereafter P&B). At a later stage, the research was expanded by the sponsorship of the educational managers of the bachelor and master studies of SPH and MWD.

It is a complex assignment with several research perspectives and aims. The main goal was to find out how to make better use of the products of the lectoraten for educational purposes. This umbrella goal included many subordinate aims. One aim concerned identifying the products and prioritizing them according to the educational demands of clients in the field and of teachers of the SASS educational programmes. Another aim was to demonstrate which skills the teachers who develop educational materials need to have and to identify steps necessary to adapt the products. Yet another aim consisted of finding better ways for knowledge to circulate between the lectoraten and the teaching staff of SASS. Finally advising the staff of P & B on marketing and communications in relation to the products of the lectoraten was aimed at.

Overview of the report

As stated, there are multiple assignment-givers (hereafter sponsors). In the first section the general societal context which triggered the assignment has been sketched but contextual aspects related to each of the sponsors have also been identified (in Appendix 1). The individual contexts of sponsors were important because, although they agreed on the broad aims of the assignment, they naturally have specific expectations of the results based on their particular situations. After the background sketch, seven sub-tasks given by the sponsors have been turned into subordinate - research and consultation questions.

The second section describes the methods used and measures taken to obtain findings. This includes an identification of the inventory structure, actors involved both intramurally and extramurally (the stakeholders). Next, a Delphi method for developing a profile of learner needs and a list of topics of products is described.

In the third section, findings are set out in relation to the 7 sub-research and consultation questions. Some discussion and concluding remarks are given for most of the seven questions. The findings are written in English but most of the quotations from respondents have not been translated so they appear in Dutch. Section four summarises these findings in a compact manner since there were conclusions throughout the findings. Section five offers recommendations in Dutch. Attention is given to the different emphases of the sponsors in the details of recommendations. Please note that many end notes and appendices are offered for further reading since some of the approaches mentioned in the text may be unfamiliar to some readers.

A word about terms

Both Dutch and English employ a variety of terms to identify the provision (aanbod) of learning for adults in working environments and to identify the learning activities or programmes. This can be confusing but is, unfortunately, unavoidable. In Dutch, the terms 'deskundigheidsbevordering, nascholing, bijscholing' and 'trainingsaanbod' or occasionally 'professionalisering' are all used to indicate what in English is called 'professional development' (often abbreviated to PD) or 'staff development' or, recently, 'professionalisation'. The typical Dutch use of the term 'training' for almost all types of learning activities has a more restricted meaning in English. When speaking in general about educational activities in English they are often referred to as 'learning trajectories'; 'learning opportunities' or 'interventions' as well as, less commonly, 'training sessions' or 'workshops'. All of the English terms are employed throughout this report. The most commonly used are 'professionalisation' or 'PD' for the provision and 'interventions' to indicate specific educational programmes or activities.

Section One. Background Context & Sub Tasks

1. 1. Context of assignment

The shift to decentralised care in a participation society

These are 'turbulent times' (Kluft, 2011, p.1) for the field of Social Work and for social work professionals. This turbulence has not arrived all at once. It is a cumulative effect of changes going back to the launch of the New Social Care Act (WMO) almost ten years ago in 2007. Since then there have been a series of new acts, policies, nation-wide discussions in the media and commitments all aiming toward a shift from a welfare - society where private and public institutions in the social domain (both together and apart) supplied services to citizens on the basis of procedural rules, to a participation-society where only the most vulnerable are assured of receiving supporting services.

What makes this shift paradigmatic is that most of the services have been passed on from central/national control to control by municipalities. It is at the level of aldermen and their staff that choices are made about how to carry out the new Labour Participation Act the decentralised AWBZ support for long term or serious cases requiring mental, physical or social assistance and care, and the decentralised acts regarding Youth Care and Adjusted Education.

In this brave new Dutch world everyone (with a few exceptions) needs to become 'empowered' to meet their own needs using their own determination, creativity and network. The state and charitably run social support institutions (even the word institution has become suspect of late) should be called upon as little as possible and even then mostly as facilitators. The citizens who had gradually come to see the services as rights and themselves as clients, and the support providers who had come to see themselves as the solvers of problems both face the need to adjust their attitudes, skills and knowledge in significant ways.

Consequences of the shifts for Higher Professional Education (hereafter HBO)

Consequences of the WMO decentralisation for the responsibilities and roles of members of the professional field were clear to Kwekkeboom & Jager-Vreugdengeul already in 2009 when they stated that (p. 25):

De paradigmawisseling in de wetgeving betekent ook een paradigmawisseling in de uitvoering van het welzijnswerk en de maatschappelijke dienstverlening: het sociaal-agogisch werk.

A societal shift of such a high order demands that higher professional education, which claims to prepare practitioners for their future professional roles, also must adjust. Rethinking higher educational structures, policies, and traditional ways of working to meet the needs of professionals in the new Civil / Participation Society requires cutting out deadwood of models, theories and practices that are no longer fit for purpose and introducing new educational and research practices aimed at enhancing knowledge, skills and attitudes. The call for an entrepreneurial spirit in teachers and students can be understood in this context, for example. Also there is a demonstrable need for parallel processes within the organisations. For example staff need have a) room to take actions or make decisions or b) to allow others to take actions or make decisions on the basis of their own insights not necessarily according to protocols. It is these societal forces that directly lead to the learning challenges of social care providers, whose staff members need to adapt their practices.

These remarks do no more than touch the surface of the background situation of this assignment. However, they do show why the national transition to a participation society and the shifting of responsibility for social care to municipalities are two important triggers that frame the questions regarding how to make more and better use of the products of the lectoraten in both SASS curricula and P & B clients.

The table below shows all stakeholders involved in this research assignment divided into seven groups. The sponsors are identified on the top. Then the end users both internally (intramural) and externally (extramural) are given. They are in short, students and professionals working at present in the field. Next, the providers of the products are shown on the intramural side of the table while the potential buyers of those products are identified on the extramural side. The last two groups who are those who have made the products, again divided intra and extramurally. In the table segments are referred to. These will be described in Section Two of the report.

| Assignment givers/Sponsors A, B, and C *Rehabilitation, sponsor A *Labour Participation, sponsor A *Manager of P & B, sponsor B *Team leaders of SPH/MWD curricula ,sponsor C | |
|---|--|
| Intramural | Extramural |
| End Users /Beneficiaries Segment 1 Full time students (pre-work or marginally working novices) in degree, associate degree and /or certificate programmes Part time students who are 'In work' professionals acquiring advanced degrees or certified qualifications | End Users Segment 2 Professionals operating within private, charitable institutions such as NOVO, VNN. Mesdag, LIMOR, TinTin, Noorderburg -Client managers for ' Sociale diensten' -Professionals from various institutions working together in (new) multilateral groups such as Sociale Wijkteams Beneficiaries Clients, citizens in need of services |
| Providers of lectoraten products *Professors of 3 lectoraten *Teacher-researchers seconded to lectoraten – Segment B | Buyers of products Segment 3 Coordinators of training within municipalities related to the switch to Civil Society and 3 main derealisation policies of : AWBZ social care act ;Participation act/ policies; and Youth Care/ suitable education acts/ policies Managers of institutions such as NOVO who must support the changes in professional skills attitudes and knowledge needs of employed professionals in relation to the above decentralisation policies |
| Developers/ deliverers of educational activities in the curricula Professors on their own Professors as advisors, consultants to teacher – developers of segments B , C or D *Teachers who carry out contracted educational activities and work in the curricula – Segment A *Teachers who coordinate curricular change or innovation – Segment B *Teachers who are seconded to lectoraten and also carry out ed activities in the curricula - Segment C Teachers and developers of parts of the curricula – Segment D | Developers/ deliverers of educational activities in the professional field 1.Professors: -on their own -together with members of lectoraten of other universities - together with Segment C teachers seconded to lectoraten -as advisors, consultants to Segment D i.e. the P & B staff 2. Segment D staff members of the contract activities of P &B 3.other teacher developers who work as trainers in contract activities |

table 1. stakeholders

1.2. Subordinate Tasks

The sub-tasks were written in a concrete manner in the original document (see End Note 1). However, due to the nature and range of tasks a division has been made. The first four tasks have been changed into sub-research questions while tasks 5, 6, and 7 have been changed into consultation questions.

The sub research questions are answered on the basis of interviews with respondents with support from literature. The consultation questions, in contrast, use the comments of respondents as illustrations of points made. The main source of the answers to these questions comes from study of literature.

Sub-research questions

1. What products out of the complete stock of Rehabilitation, Labour Participation and Integrated Youth Policy can be selected for an inventory of products that could potentially be incorporated, adapted or converted into educational materials that can be used in
 - a. organisations in the private sector in the social care services domain
 - b. initial education; curricula of SPH / MWD full time and part time?
2. How can the demand for the inventoried products be mapped out for:
 - a. the professionals in the field of social care services
 - b. initial education: the students following the educational programmes of SPH and MWD, both full and part time?
3. Which of the products identified in the inventory should have the greatest priority for
 - a. P & B providers working extramurally (Segments 2 & 3)
 - b. teacher developers of SPH and MWD (Segment 1) including those who also work as researchers in the lectoraten of Rehabilitation and Labour Participation?
4. How can relevant staff members incorporate, adapt or convert prioritised products in
 - a. the educational programmes of SPH and MWD both full and part time
 - b. in-company (PD) interventions of P & B?

Consultation Questions

5. What knowledge, skills and attitudes are necessary for extramural trainers and/or intramural teachers to use the products effectively in both the provision of initial education in the curricula and the provision of professional development interventions in the field?
6. In what ways could training materials be marketed and communicated to potential end users in the professional social care services domain so that they have a clear idea of what is on offer?
7. What advice can be given to the lectoraten on how to improve knowledge exchange and sharing, as well as paths of communication, between the intermural and extramural staff of the School and the members of the lectoraten?

Section Two. Measures Taken

Such a wide ranging and multi-layered investigation made for a stimulating but complex process. It is not surprising that phases of orientation, exploration, correction and revision were undertaken in an iterative manner in attempting to answer these questions. Exploration included analysis of and reflection on the assignment, teasing out its implications, and pinpointing any theoretical or practical difficulties.

Orienting myself to the many aspects of what and who are involved meant that changes occurred due to emerging understanding or insights. Perhaps on-going re-orientation is a better way to describe this approach. That does not mean there was no structure. The original orientation focussed on the first two sub research questions.

2.1. Steps taken to create the inventory

Creating the inventory required two main lines of action, one was to create criteria and scan the products for a rough selection. The other was to start the analysis of who would eventually learn from the products (end users) and who would do the adapting, incorporating and converting.

Product scan

The product scan was rather straightforward. A number of filters were identified and then applied to products accessible from the intranet knowledge banks of the three lectoraten. In addition the external knowledge bank for publications from all lectoraten in the Netherlands was scanned and the products accessible from the WMO werkplaats.

Filtered out

The first rejection filter consisted of criteria for types of products that would be difficult to adapt or convert. This consisted of power point presentations (although it is conceivable that a set of slides could play a role in the presentation stage of a lesson). Also not included were articles in newspapers, reviews, texts of lectures, promotional materials and bachelor student research reports. These types of products were rejected because they did not have sufficient content (that is 'body') to be converted into educational materials. Also filtered for rejection were texts produced with others outside of SASS such as with another UAS since such texts are not exclusively the intellectual property of SASS. Third, educational modules already developed by members of lectoraten were not taken up because the assignment was to find out which of the products not in use could be adapted, converted or incorporated.

Filtered in

The types of products that were filtered in consisted of all accessible publications in journals, chapters in anthologies, selected internal research reports and other internal studies, educational modules offered through the WMO werkplaats (2) and most but, not all, conference contributions. A key requirement was that the product was findable for the core team of trainers of P & B as well as for the average teacher at SASS. Products that are readily available on the internal knowledge banks, the HBO knowledge bank or the WMO werkplaats were included. Once these criteria were in place all products of the three lectoraten were considered. Each of these products was given an archive number so that they can be easily found back.

The inventory starts with the oldest products found in the internal knowledge banks of each lectorate and works to the most recent with the exception of some found on the HBO bank or WMO werkplaats. This order was necessary not because it is the most logical but because the publications are registered by date in the internal knowledge banks.

Generally the full texts of articles were not read but abstracts or summaries given at the start or placed on the HBO knowledge bank were consulted. On the basis of that information the inventory identifies, after the archive number, the authors, an abbreviated title of the piece, the location where it can be found. The inventory also offers some key terms regarding the main topic or theme of the piece and finally notes what type of product it is.

At this point it turned out to be too speculative to divide products over those suitable for the professional social care domain and those more suited to the intramural curricula. More refined criteria were needed for this. I did try this but realised it was premature and in the final version of the inventory the segments of potential users are not identified.

After the initial inventory was completed, clusters of products were made based on broad themes such as working cooperatively across organisations, consequences of civil society for labour participation, methods such as guided learning, or disciplinary subjects such as help for parents with psychiatric problems. The clusters were then linked as well as possible to identified learning needs (discussed in 1.3.2. below). The inventory was started in March and completed in May 2015. It answered half of the first sub research question. The results are set out in section 2.

As I remarked above, it was important to not only carry out the inventory of potential products. The criteria to refine the inventory had to come from a greater understanding of two broad groups: a) end users, the professionals in the field and students and b) developers & deliverers, the teacher developers and P & B trainers who will do the work of adapting, converting or incorporating the products. Once the needs were identified they were able to be compared to the products.

2.2. Steps taken to focus on 'demand side'

The assignment is complex not only because of the multiplicity of aims but because of the range of actors. In order to select products for conversion, adaptation or incorporation, it was necessary first to identify whose needs were relevant. In other words, a supply side approach simply points out what is available while a demand side approach asks what the needs and wishes of the end users are and thus what the providers need to be able to develop and deliver. This second approach was favoured in the current research. Having segments of those who have needs is the first step to profiling those needs. The combination of identified users and profiled needs of those users makes communication of message aimed at them highly relevant and coherent.

In addition to the end user groups, the research needed to address the providers of interventions or other potential uses of the products as educational materials. After all, no matter how potentially educational a product is, without the commitment and capacities of the developers it will remain on a shelf. These developers have a challenging task. Many, in fact most products are in the form of publications. That is they are stimulating and informative reading material not primarily training or lesson material.

2.3. Steps taken to create profiles of users' learning needs

Why look at learning?

In the literature of HRD, experts have been arguing for some time that the focus on training must be replaced by a focus on learning (see Felstead, Fuller, Unwin, Ashton, and Butler & Lee 2005, for a comprehensive overview). The debate has reached a stage that commercial providers of professional development have taken it up as well as academics. A few examples are given in End Notes 3, 4, and 5. An academic and commercial source is Josef Kessel's standard work *Corporate Curriculum* (1996). In it he explains that organisations must keep learning in order to keep up and enhance their existing qualities and to add new qualities. In the 7 functions of a learning plan Kessels identifies what kind of learning organisations need. This list was influential in making a number of 'leerbehoften' for each of the segments of end users. Another source consulted was an article by Maaïke Kluft a member of the staff of MOVISIE from 2011 (English version 2012). Kluft looks at the WMO and WSN (Welfare New Style) and interprets them to see what the 'new' professional needs to operate in the transition to the WSN style.

Delphi Method: Profile of learning needs (Leerbehoften)

After the learning needs were drawn up for each segment they were shown to key teachers who work at SASS. Each time I spoke to one of them during an interview I asked them to comment on them. Did they find them familiar, did they fit with the perception of the interviewee or did they seem incongruent or inaccurate in some way? After each of these interviews I adapted the lists which profiled learning needs, sometimes adding more description, changing terms, sometimes dropping a need, sometimes combining two separate needs into one larger one.

Through this process two aims were achieved. First, the list profiling learning needs became more and more realistic and sensitive. Second, the different interpretations of the needs revealed interesting and relevant insight into the different attitudes and beliefs of the actors.

2.4. Steps taken to gather perspectives: Interviews

There were relatively few interviews (16 of whom 5 are in the professional field.) This low number does not give an impression of the value of the interviews. Because insider researchers know a good deal about the organisation, they can derive quite valuable insights from a few representative and or key internal informants. All SASS interviewees were fully engaged with the questions put to them and generous in their answers. Since most of them have strong ties to the professionals in the field, and experience with end users (Segments 2 & 3) as well as experience with students in full and part time studies (Segment 1). Arguably, therefore, their remarks and observations go some way to compensating for the small number of interviews with professionals in the field. Finally, all of the five informants were responsible for organising professional development interventions such as trainings, workshops or other forms of *bijschooling* and *naschooling*. They are thus highly representative of their segment.

Once the profile had matured, three lists were drawn up. The first list contained the profile of learning needs as described above. The second list offered a number of types of learning activities such as mentoring, case –studies, presentations of guest speakers, elearning, workshops, one or two day intensive training programmes etc. The third list consisted of topics that were found to be common in the inventory of the products of the lectoraten. All of the respondents interviewed in the professional field filled in these lists (some during the interview, some before it and some after it) as well as four of the internal SASS interviewees. During the interviews (which were not recorded except in two cases) I made notes on the lists pages and in my field notebook. Quotations from respondents were sometimes written in Dutch and sometimes in English. After the interview a short summary of the main points covered was written immediately. The three lists covered most of the themes of the interviews. However there was one more theme, that of communication. This was discussed on the basis of interview questions not any lists. Respondents know that communication would be a theme in advance.

Interviewees / Respondents

Coordinators of professionalization activities in organisations (Extramural respondent group, Segment 3 of table 1).

Because the challenges facing those who function as arrangers and coordinators of professional development (PD) are roughly similar it was not considered as problematic to choose a few key respondents for this segment. However even with that in mind the question of access was difficult. At this time only five members of segment 3 have been interviewed. As stated above, they are responsible for the choice of interventions for professionalisation of large numbers of staff. One is the head of staff learning for the city council which includes PD for the Social neighbourhood teams. The other is coordinator for a private care provider. The discussions during the interviews were based on the list of learning needs, a list of possible learning forms of PD and a simplified list of the clustered topics of products. Before the interview the respondents were sent the lists by email. They were asked to fill in these lists by means of simply ticking boxes. Also they were encouraged to add comments in pen or pencil in the margins. The dialogic quality of the material ensured rich conversations. Two respondents sent extra comments after the interviews which were well thought out and highly relevant.

Intramural Developer / Provider Groups

Segment A – P & B Teacher - developers / deliverers in organisations + the P & B manager

The manager of P & B was consulted on several occasions. He received updates whenever I received new insights or information. He also provided the names of the two coordinators of staff learning interventions. In mid-June he invited me to present interim results to the core staff.

The members of the core staff were sent early lists of learning needs, types of interventions and clustered subjects and themes. They were also sent a concept version of the cover letter sent to interviewees which explained the situation. One member of the team offered to be interviewed and filled in the three lists during the interview. He made different choices from the perspective of his client learners and for himself as teacher in the bachelor and master programmes.

Segment B – Teacher –developers of major learning lines

Several coordinators of curricula were approached of whom two responded and were able to find time in June or July. One interview was conducted to shed light on the lectorate of Integrated Youth Policy, Here again the lists had been sent in advance but were used freely to guide the discussion and were completed during the interview. The second interviewee was there not only as a key figure in curriculum development whose committee she heads, but also as a veteran member of a knowledge circle. Both interviews were very enlightening. The head of the curriculum kindly sent feedback on the list / profile of learning needs later using her personal experience as frame, for which I am grateful.

Segment C –Teacher – researchers who are ‘seconded’ to lectoraten as members of knowledge circles

Three members of lectoraten were interviewed two from Labour Participation and one from Rehabilitation. Also, during these interviews the list of ‘leerbehoefte’ guided the discussions. One of the teacher-researchers from Labour Participation, Desiree Klumpenaar, went out of her way to not only give feedback on the list of learning needs but to significantly improve the descriptions based on her field experience. I am grateful to her for the improvements.

The teacher -research from Rehabilitation was not only asked for an interview in het membership in a knowledge circle she was also a coordinator of a major learning line.

Segment D – Any teacher who develops materials for any modules

No separate interviews were conducted with teachers who develop modules or workshops but conversations were held informally with 4 of them. These are teachers who had no experience in using products of the lectoraten. Their lack of experience and the reasons for it were revealing although such informally gathered data cannot be considered representative or valid in themselves.

Segment E – Professors and team leaders

All three professors were interviewed, They had been sent the lists in advance like the other respondents. Both of the sponsor-professors were approached informally for a follow up conversation based on their interviews and both were found willing and helpful to go over certain points. The third professor, who did not sponsor the research, nevertheless took an active role in giving feedback on the profile of ‘leerbehoefte’ and leeractiviteiten. I am grateful to her for her sharp insights and made use of her feedback in the final version of the lists.

| Type of respondent | Number interviewed |
|---|--------------------------|
| Seg 3 coordinators of professionalisation programmes | 5 |
| Segment A (P & B staff) | 3 (2 teachers + Manager) |
| Segments B, C & D SASS teacher developers / researchers | 4 (many had two roles) |
| Professors and team leaders | 4 |
| Total | 16 |

Concluding remarks

The decision to pursue the making of the inventory to answer the first sub-question was a simple response to the do what was asked. However, a realisation that such a supply side approach on its own would not generate desired results came early on. In reflecting on the inventory’s limitations I trusted that the assignment givers would agree with my assessment that more stress was needed on ‘needs’ in order to address the many questions that only marginally related to the presence or absence of an inventory. The sponsors also agreed that it was possible that a number of existing products would not match the demands of learners as well as they had assumed and hoped. Even if this was the outcome, they were still willing to support my efforts to find out what specific groups of learners do need and want.

That the interviews are mostly with insiders like me was a limitation. It is regrettable that there are few external voices in the results.

Section Three. Findings & Discussion

Because there were so many 'sub-opdrachten' and it was clearly expected that they be covered individually, I have included specific discussions and concluding remarks after most of them.

3.1. Sub-research Questions

Question 1.

What products out of the complete stock of Rehabilitation, Labour Participation and Integrated Youth Policy can be selected for an inventory of products that could potentially be incorporated, adapted or converted into educational materials that can be used in

- a. organisations (private/ public) in the social care services domain
- b. initial education; curricula of SPH / MWD full time and part time?

In answer to the first part of this question, the inventory is given in Appendix 2. How it was constructed is described immediately below:

Details concerning the construction of the inventory

As the table below shows, the code for Labour Participation is AP, for Integral Youth Policy is IJB, and for Rehabilitation the code is Re.

Number of products

The inventory includes 42 publications from Labour Participation, 73 from Integral Youth Policy and 74 from Rehabilitation. The earliest publication was 2006, the latest 2015. No claim is made to being comprehensive. However if there are products that can be adapted, converted or incorporated for educational purposes they are very likely to be among these nearly 200 examples. Please refer to the actual inventory to see which products were included in appendix 2.

Location

On accessing the relevant webpages it became clear that the HBO kennisbank-pages are structured differently from the Hanze kennisbank-pages. The publications on the Hanze sites were listed chronologically, by year. This means, it was necessary to click on a hot link for a particular year to see what products were available. In other words someone looking for interesting articles about a topic has to overcome barriers built into the presentation on the pages. Because there was no information on products on the opening page of a knowledge bank it was quite time consuming to scan them. In contrast, the publications on the HBO knowledge bank sites offer the searcher valuable information in a condensed form much like individual cards in a library catalogue did in former times. Each item has a title; a hot link; the author's name(s); the type of publication; and key terms. Clicking on the whole 'card' gives access to another information page about the article. This information offers a one or two line summary of the contents.

Vindplaatsen/Locaties

Intranet Lectoraat kennis bank = Kk / kb = Kennis kring pagina op Hanze

*Kennisbank met publicaties **Arbeidsparticipatie** Kennis Centrum Arbeid
<https://www.hanze.nl/nld/onderzoek/kenniscentra/kenniscentrum-arbeid/kennisbank/beeldmateriaal/lectoraatarbeidsparticipatie>

*Kennisbank met publicaties **Integraal Jeugdbeleid** Kennis Centrum Expertise Healthy Ageing (of CaRES)
<https://www.hanze.nl/nld/onderzoek/kenniscentra/hanzehogeschool-centre-of-expertise-healthy-ageing/lectoraten/lectoraten/integraal-jeugdbeleid>

*Kennisbank publicaties **Rehabilitatie** Kennis Centrum Expertise Healthy Ageing, (of CaRES)
<https://www.hanze.nl/nld/onderzoek/kenniscentra/hanzehogeschool-centre-of-expertise-healthy-ageing/lectoraten/lectoraten/rehabilitatie>

HBO Kennis bank = HBO /kb (meest open access)

*Arbeidsparticipatie https://hbo-kennisbank.nl/nl/page/search?q=&d=l&f=c_6&f=o_hanzehogeschoolgroningen&f=k_yes&f=l_Lectoraat+Arbeidsparticipatie

*Rehabilitatie https://hbo-kennisbank.nl/nl/page/search?q=&d=l&f=c_6&f=o_hanzehogeschoolgroningen&f=k_yes&f=l_Lectoraat+Rehabilitatie

*Integraal Jeugdbeleid https://hbo-kennisbank.nl/nl/page/search?q=&d=l&f=c_3&f=o_hanzehogeschoolgroningen&f=k_yes&f=l_Lectoraat+Integraal+Jeugdbeleid

_Elders namelijk = El aangeven in de inventarisatie zelf

inset 1. locations of knowledge banks

In answer to the second part of this question regarding which products can be used in the private/public sectors and which in initial education (i.e. the various SPH/ MWD curricula) the key trends, themes and subject/disciplinary areas were identified and the products were clustered as shown in the following table. After that the segments were assigned but, as can be seen, the identification of a cluster with a segment was difficult to make sharply. Most clusters could, under the right circumstances, be used in some organisation extramurally and most could be used in some aspect of the curricula. This was an important finding that influenced the rest of the research.

It was possible to make a few sharper distinctions, for example a good practice like Guided Learning would not be a priority for managers or coordinators in Segment 3. On the other hand, the most popular trends namely the consequences of the WMO and civil society are clearly of interest to all potential learners. The way that the products of this cluster would be used would differ according to which segment.

SEG = cluster voorziet in bekende leerbehoeften van meerdere segmenten

SEG 1 = initial education

SEG 2, = professionals in the field

SEG 3 = coordinators of professional development and managers in the field

inset. 2. segments of end users

The identification was achieved in consultation with stakeholders from Segments E (the professors and team leader) C (teacher-researchers who work closely with professionals and with coordinators of professional development) and A (providers of interventions in private organisations). It was clear that clusters which transcend single disciplines were more attractive to stakeholders than single topics. This is not surprising since, as noted earlier, the transition to a participation society is the greatest challenge facing the field. The alignment of segments clusters and products is given below in Dutch.

Sleutel / Key of clusters

| VT = Thema binnen de grenzen van een kennis of vakgebied VOT = vakoverstijgende trends MD/GP/ INT= model, good practice of evidence based interventie BEL = beleid advies/ onderzoek PRO = onderzoek naar effectiviteit van een practice/model/interventie RES= baanbrekend onderzoek of op de grens van nieuwe kennis | | |
|---|---|--|
| Potentiele / Belovende Clusters | Relevante Archief nummers | Relevante Segmenten |
| VOT – Healthy Ageing = HA Sub set: VT Elderly/ Ouderen | HA = AP 18, AP 21, AP 22, AP 24 Re 1, Re 55, Re 56, Re Ouders= AP 31, AP 32, AP 33, Re 12, Re 17, Re 18 | SEG 1 = initial education SEG 2, = professionals in the field SEG 3 = coordinators of professional development and managers in the field |
| VOT Gevolgen WMO/ WNS Civil society /participatie | AP 6, AP 24, IJB 70, IJB 71, Re 5, Re 30, Re 62, Re 68 AP 42 Re 58, Re 62, Re 68, Re 65 Re 67 (ook Re74) , Re 62, Re 68 | SEG 1 SEG 2, SEG 3 |
| VOT gevolgen Jeugd Wet | IJB 53, IJB 73 | SEG 1, SEG 2, SEG 3 |
| VOT gevolgen arbeidswetten | AP 5, AP 8, AP 11, AP 23, AP 36, AP 21, AP23 | SEG 1 / SEG 2 |
| VOT ondernemerschap | AP 17, AP 38, AP 39, Re 31, | SEG 1, SEG 2 SEG 3 |
| VOT voorkomen | AP 41, AP 44 | SEG 1, SEG 2 SEG 3 |
| VOT risico's inschatten | | |
| VOT diversiteit | AP 14, AP 15, AP 18, AP20 | SEG 1, SEG 2 |
| VOT empowerment | RE 26, Re 27 | SEG 1, 2, 3 |
| VT School type De brede school | IJB 51, IJB 66 IJB 7, IJB 10, IJB 6, IJB32, IJB34 IJB 35, IJB 44, IJB 45, IJB 50, IJB 57, IJB 60 | SEG 2, |
| VT peer- interactie onder scholieren | IJB 15, IJB 48, IJB 63, IJB 64, IJB 65 | SEG 2 (misschien SEG1) |
| VT uitdagingen werkzoekenden | AP 6 | SEG 2 SEG 3 |
| VT klantmanagers werklozen | AP 5, AP 8, AP 10, AP13, AP 16, AP 17, AP 36, AP 45 | SEG 2, SEG 3 |
| VT betrokkenheid ouders met psychiatrische problemen | Re 39, Re 43, Re 48, Re 49, Re 53 , Re 66, Re 69 | SEG 1, SEG 2 |
| GP pedagogisch aanpak/ Orthopedagogie theorie en praktijk | IJB 62, Re 34 IJB 54 | SEG 2 |
| MT gedragsproblemen jongeren | IJB 36, | SEG 2 |
| MD individuele rehabilitatie benadering | Re 9, Re 11, Re 12, Re 13, Re 23, Re 25, Re 19, Re 20, Re 21, Re 28, Re 32, Re 41, Re 62, (ook | SEG 1, SEG 2 , |
| MD aanpak inclusiviteit | AP 18 | SEG 2 & SEG 3 |
| GP/ INT Begeleid leren | Re 8, Re 10, Re 16, Re 36, Re 37, Re 70 | SEG 1 & SEG 2 |

table 4. clusters of products with an initial indication of which segments would be interested in them

Question 2.

How can the demand for the inventoried products be mapped out for

- a. the professionals in the field of social care services
- b. initial education; the students following the educational programmes of SPH and MWD, both full and part time?

Learning needs were identified to map out the demand for products. As noted in the measures taken, a list of potential learning needs was made on the basis of literature (especially Kluft, 2011 and Kessels, 1996, see End Notes 2 and 4). This list then was commented on by the respondents including coordinators of professional development who need to select possible interventions for professions and SASS teacher developers as well as the professors. Some made their comments in writing. Others responded orally.

A special thanks is given here to Desiree Klumpenaar. Many of her written and spoken comments were taken over directly and are thus part of the following profile.

Profile of needs of managers, leaders and coordinators in the professional field = Segment 3 (in red font)

Respondents were asked to identify needs using the lists as the basis for discussion as described above. The final list mapping needs is given below. All of these were confirmed as 'in demand' by the majority of respondents. They found these needs recognisable and relevant. *Comments are given in italic and blue font.*

- ☐ **Leiderschap 1- Faciliteren/motiveren van medewerkers a) om iets te leren dat noodzakelijk is (b.v. basis kennis over nieuwe wetten) b) om kennis die ze al hebben anders in te zetten c) zelfvertrouwen t.o.v. veranderingen te versterken (houdingsaspecten) of d) voorwaarden voor leren dat leidt naar nieuw gedrag (b.v. kritisch succes factoren erkennen en realiseren) of e) iets anders?**

Recognised by all, but each respondent added his or her own interpretation: In response to A: *"They need to balance what is urgent now from what is needed in the future. But the new acts have to be understood by staff."* Four respondents noted this. One respondent remarked that *"all of managers and leaders do need to learn and grow in these areas of competence"* but in his experience they are not aware of it. *"Het is een kwestie van onbewust onbekwam."*

Regarding B a key respondent (D.K.) a teacher-researcher who has wide experience in working with managers said:

"It is vital that managers do not assume that their staff lack knowledge. Often their staff members have the required knowledge already but need support sensitive to the situation and the individual. ... They need to strengthen their staff just as the professionals strengthen the clients. It is the same attitude for facilitating self-reliance. Think about the need to understand appreciative inquiry as approach."

Comments regarding C: *"Managers need to practice what they preach. If they want to be change agents they must be role models, not simply shopkeepers 'die op de winkel passen'."*

In response to D: *"Managers must learn to prioritise professional development. There is always time pressure."* *"Managers need to use outside coaches or internal coaches as a matter of urgency."* (This was mentioned 3 times. *"There is great urgency for leadership but often there is little sustainability (borging). Some managers are too far from the daily realities and challenges of the professionals."* *"They lack 'feeling' for the work on the ground."*

Another pre-condition is to recognise that just training sessions and workshops do not lead to behavioural change.

- **Leiderschap 2 - Verbindingen aangaan, door a) met collega managers op een lijn te komen door dialoog met elkaar aan te gaan en door deze lijn uit te stralen naar medewerkers b) eilandjes onder gelijkgezinde medewerkers te helpen doorbreken door het stimuleren en faciliteren van gesprekken onder elkaar en c) op gang zetten van dialoog tussen organisaties op meerdere niveaus d) iets anders?**

This was also recognised in comments from all professional development coordinators who mostly reacted to the first to the suggestion by confirming that dialogue between members of staff at different levels is important in their organisations. Some interpretations were enlightening:

In reaction to A one coordinator said: *"This is what we are starting to do now. We need to have much more dialogue but it is going to take a long time"* In reaction to B, one suggestion was to use story telling as way of connecting staff from different levels.

One respondent, added: *"De midden cadre is cruciaal"* Several respondents mentioned 'co-creatie' as a process that needs to be stronger. Two respondents, mentioned the ability to manage expectations as very important.

Another coordinator had a very different perspective. A large scale reorganisation was the opportunity to restructure the professional development towards more flexibility for everyone. *"Wij richten onze ondersteuning op 'Wat heb ik nodig om mijn leiderschap te halen?'..." Professionals are in the lead in our organisation."*

He stated several times that they were fortunate in the former and current leaders both of whom were open to making changes towards a more 'flat' organisational structure. *"Wij hebben managers gekozen op inhoud....Zij ondersteunen een opleidingsaanbod op een 'systematiek ontwikkeling' [van professionals]."*

- **Ondernemerschap – (Wat houdt het in?) B.v. wat betekent contracteren bij lokale overheden voor het personeel? Wat is de relatie met reflecteren , met opmaat kijken naar behoeften van personeel? Hoe wordt ondernemerschap bij personeel bevorderd? Wat voor houding heeft de manager nodig?**

This need triggered strong but quite diverse responses. There is no one definition of entrepreneurship.

" This quality is related to the 'onderzoekende houding' ". It means daring to be vulnerable and open to your subordinates." *"We have been inspired by the theories of Cofey."*

"Wij zijn bezig te kijken hoe wij onze medewerkers kunnen helpen in hun samenwerken met gemeentes."

Several respondents commented that this is part of the 't-shaped' professional especially for directors and managers. *"Wij zijn geïnteresseerd in alle aanpakken die te maken hebben met de t-shaped professional".* *"Wij hadden te veel mensen met een te lage opleiding. Zij moesten leren om in complexe situaties stand te houden."*

- **Aanpakken voor omgaan met complexiteit (horizontale/ verticale spanningsveld), Kunnen pendelen tussen niveaus -heeft ook te maken met omgeving -sensitiviteit**

Added points from comments of D.K.:

Verticaal: wat betekent dit? Spanningsveld tussen 'management' logica en ruimte voor professionals ? Hoe om te gaan met verantwoording afleggen?

Horizontaal: b.v. verschillende organisaties organiseren hulp met elkaar rondom een klant; samenwerking tussen verschillende functies

One respondent reacted to these by saying that they are important, especially the vertical one: *"Maar niet als training modules."*

Another voiced a cautionary note: 'Managers must not lose their results orientation Through too much stress on process. *"De 4 Ds van de oude diensten passen niet altijd meer"*

Regarding complexity there is a difference between care (zorg) organisations and welfare (welzijns) organisations. These differences make working across organisations highly challenging.

- **Aanpakken voor het implementeren van transitie voor civil society/Participatieb.v. Kosten/baten analyses maken ; methoden, modellen inspiratie bronnen om creatief en effectief omgaan met uitdagingen & mogelijkheden van transitie**

The costs must be brought into line with the effectiveness. How can the effectiveness of professional development be demonstrated? The key question here is *"What has this achieved FOR THE CITIZENS? It is fine to stimulate reflectivity in managers and staff but results count as much if not more."* Another respondent supported this point: *"Yes, analysis of cost and benefits is correct. We ask ourselves 'What is the benefit?' We try to make this a positive activity, focussing on the good things."*

- **Aanpakken om organisatie system te beheren/ begeleiden – systemen opzetten (werkdruk) b.v. door medewerkers ruimte te geven om af te wijken van protocollen als er goede argumenten voor zijn; om een cultuur te stimuleren dat laat systemen voor wat ze zijn een middel en niet een doel op zich**

"Often the management of organisations going throughout the transitions, especially the municipal [aldermen, coordinators, managers, HRM personnel and city counsellors MT] managers are still in a blue/green management style, directed at controlling and regulating. This makes it very challenging to deal with informal groups. In the old management style, rejecting a client or group is the consequence of a civil servant's strictly following rules."

One PD developer noted a paradox. *"De missie gaat over de kanteling en zomaar er komen alleen steeds meer protocollen, niet minder."*

Comment from a professor: *"How to help managers to be able to move from control/regulation thinking to participation thinking is a major issue for all providers of professional development for managers."*

Comment from a professional development coordinator: *"We invite very inspiring speakers to come and encourage professionals to act with greater flexibility. We also use 'kantel coaches' or line-manager supervisors to lead discussions about real critical cases as a way of guiding staff."*

- **Kader om keuzes en rangschikkingen te maken over kennisgebieden (good practices) nodig voor de eigen organisatie en visie over hoe nieuwe inzichten uit kennis geborgen kan worden :Wat heeft prioriteit op dit moment a)Rehabilitatie b) Healthy Ageing, c)gevolgen van Jeugdbeleid i. e. positief jeugdbeleid, samenwerking vanuit hulp/zorg met onderwijs en opvang d) gevolgen van nieuwe Arbeidswetten e) gevolgen van WMO /participatie / civil society f) een ander kennis gebied?**

In general, professionalization managers in organisations both municipal and private are limited in their freedom of choice. They must focus content on areas relevant to the client-issues their staffs of professionals deal with currently. This means that they often use content from internal experts and / or hire in consultants for specialised areas as needed.

"Wij zijn geïnteresseerd in alles die met de participatie maatschappij van doen heeft...[maar] de powerpoint presentations over de Wmo zouden misschien beter in een flitscollege kunnen worden aangeboden."

One coordinator mentioned "Het Gesprek" specifically: *"Het was effectief en de medewerkers vonden dat zij minder werk hadden daarna."*

Another coordinator (not municipal) said that while they are interested in many topics for which SASS offers products, they already have many modules for staff members in a large elearning platform (+/- 80 parts) and so are not actually looking for products related to these areas. However they were open to developing new modules for example about "socio-therapeutics". *"De expertise voor dit hebben wij niet, en denken dat de Hanze een post-hbo module zou kunnen maken."* *"Wij zijn in gesprek met[andere hbo instelling] om blended learning modules te ontwikkelen die het elearning platform verdiepen."*

Profile of learning needs for professionals and future professionals in relation to the decentralisations Segment 1 and Segment 2 (in red font)

The first list of needs for students was short, it contained as main need to learn about empowering oneself and others through more steering or guidance or less steering based on own judgements. Also working together was considered a priority. Further, a number of the main knowledge areas covered by products from the lectoraten were included. Finally research and entrepreneurship were given as learning needs.

The team leader for the bachelor programmes stressed that anything to do with empowerment is important so this element of learning needs was confirmed by her. Also any products regarding civil society fill an important learning need. In fact she found this profile acceptable as it stood and did not offer adjustments. In fact, the focus of this interview was not the accuracy of the profile of needs but the logistics of connecting the products to the curricula. One point that sprang out was the lack of contribution in terms of products or presentations from Integral Youth Policy. According to the team leader there is a pressing need for support for this knowledge rea.

The profile list here incorporated insights from comments during interviews with one of the professors, pointing out that the needs of students would not be far from the needs of active professionals, only the context and level of competence in which fill the needs would filled would be different for the two segments.

This suggestion was discussed during the presentation interim results and in this final version the learning needs for initial education future professions were combined with the learning needs of acting professionals.

AWBZ ondersteuning – kan mensen met licht of zwaardere beperking zijn. Doel is om langdurig verblijf in instellingen te voorkomen – denk aan hoe professionals ingezet zijn voor (ambulante) woonbegeleiding, gezinsondersteuning, mantelzorg ondersteuning, dagbesteding voor GGZ, arbeidsmatige dagbesteding, inloophuizen, ontmoetingsgroepen ,logeerhuizen of sport voor mensen met een verstandelijke beperking.

Participatiewet – wajongers, mensen met beperkingen die onder begeleiding kunnen deelnemen aan arbeid, werkzoekenden zonder arbeidsbeperkingen

Jeugdzorg / Passend onderwijs – samenwerkingsverbanden tussen scholen, gemeente en instellingen met als doel passend aanbod te creëren en onderhouden voor opvoed- opgroeiondersteuning

Civil society stimuleren en ondersteunen, b.v. aanpakken voor interculturele inclusie in buurten, vrijwilligers, burger initiatieven etc.

inset 3. focal areas for initial education

- **Empowerent (door) Initiëren en benutten zelforganiserend vermogens van leden van hierboven genoemd doelgroepen door relevante kennis, vaardigheden, attituden. Ook Activering t.b.v. civil society / Community building /burgerparticipatie bij 1. Burgers met zorg issues & hun ondersteuners 2. in buurten zoals vrijwilligers in wijken/ Ondersteunen van netwerken**

This area was agreed to be necessary by all who considered it. both the intramural and extramural respondents. All teachers said that the curricula cannot afford to ignore these areas.

Another response from a manager of a social neighbour team is:

“De team leden moeten leren hoe ze ervoor zorgen dat zij in contact blijven [met de moeilijke klanten MT] en durven om transparant te blijven. Dit is voor hen een persoonlijke dilemma. Zij moeten leren dat zij een protocol terzijde kunnen schuiven maar zij moeten het kunnen verantwoorden.” “Jullie studenten moeten ook gaan worstelen met hoe ze meer durf kunnen hebben.”

A coordinator described how professionals in his organisation stimulate the 'eigen kracht' of residents even when this is problematic.: *"Zij schrijven een eigen casus, dan komen er een paar collega's bij elkaar om de diepte in te gaan over de moeilijke aspecten en over hoe zij als professionals kunnen handelen....Dit is het soort onderzoek dat nuttig zou zijn voor studenten te doen"*

The educational manager (Segment E) advised the lectoraten during the interview to consult the coordinators of recalibration projects of the degree programmes and the members of the curriculum committee. According to this manager they are able to connect up the dots. They can say where an element of the profile, such as empowerment, are already planned for a specific part of the curriculum.

One teacher-developer who also works in a lectorate (Segment C) said: *"Students must start learning about this in year 1."*

One respondent commented on the wording of this learning goal. She thought that that even though it looks quite detailed... *"This description is still too general. It must be rewritten."*

- ☐ **Ondernemerschap door kennis, houding, en vaardigheden om samen te werken/ verbindingen te maken met en tussen krachtige en kwetsbare burgers en met collega's en relevante experts uit verschillende gebieden en instellingen (t-shaped werken) Kunnen pendelen tussen niveaus (heeft ook te maken met omgeving-sensitiviteit)**

Again here, comments from respondents differed according to their interpretation of what it must mean but the need for the t-shaped professional is recognised by respondent both from the field and from initial education. One respondent thought it important to focus on 'krachtige burger' but also said that this was not very realistic at this time. In any case entrepreneurialism was mentioned by the team leader (segment E) and by a few members of Segment D (teachers who are developing modules or semesters) who were not interviewed but who made comments on the list informally.

- ☐ **Professionele ruimte kunnen nemen zelf en geven aan actieve burgers, collega's en zelf**

This attitude area was considered important in the professional field as well as for students but there were questions about how to go about achieving the changes. In initial education, it was said by two respondents that students must learn about this from year 1. Comments on empowerment overlapped with comments this learning need.

- ☐ **Omgaan met morele dilemma's / b.v. problematiek rondom sociale veiligheid, zelf vertrouwen hebben om ruimte te nemen voor normatieve aspecten**

Several respondents from initial education mentioned how important this area is for the curriculum. Two of the respondents on the field also underlined the words moral dilemmas to show that they find this important. In two organisations a training for Signs of Safety was identified as useful and valuable.

- ☐ **Herkennen van doelgroepen met zware en/of complexe problematiek**
- ☐ **Beoordelen ondersteuningsbehoefte b.v. door kennis van tools voor preventie en om risico's te kunnen inschatten of andere diagnostische aanpakken te kunnen inzetten**

This need was mentioned by three respondents in Segments B and C as very important. The teacher-developer of community building said that "prevention tools are needed so that the 'tweede linie' does not have to be called in."

One coordinator of schooling remarked: *"This is the essence of the profession."*

- ☐ **Kunnen kiezen tussen een generalistische versus specialistische aanpak**

This area was considered problematic, an example from one respondent was:

"This touches on the effectiveness of the sociale wijkteams and on the insights of middle ranking professionals."
"We still have to learn more about the balance here before we simply take over the current fashion."

□ **Kennisgebieden: (good practices) zoals voor Healthy Ageing , Jeugdzorgproblematiek, Labour Participatie, Rehabilitatie**

It was clear that the teacher-developers accept the need of students to learn about all of these areas during their initial education. Comments on the need for students to learn about youth work were common; some respondents mentioned a new 'kenniswerkplaats' where ideas can be exchanged.

However, there were questions about how much the acting professionals need to have PD interventions about these content topics. As noted before, knowledge of the new policies and laws is considered necessary for acting professionals but how much stress needs to be given to these areas in organisations is another matter. One manager said that he would 'hire in' an expert to give a few workshops to bring his staff up-to-date but would not do more.

One respondent from Segment B said *"It is not so much about [the body of] knowledge it is much more about changing attitudes. That's where we need to make big changes at this time of transition."*

Concluding remarks

The list of learning needs, as can be seen, grew into the final version after many respondents gave their feedback. Their interpretations were revealing and enriching. One can say that the final versions of the lists are collaborative products. These lists can now be 'tested' further by using them with more colleagues and counterparts. The learning needs can also be laid next to the topics, themes and approaches that are addressed in some of the products and that have already been gathered into clusters. Some of the needs proved to be undesirable such as learning about the balance between specialist and generalist knowledge. This may signal that it would not be a good idea to devote energy into making products to meet it. On the other hand the fact that almost all respondents mention attitude change as a priority it makes sense to devote time to research projects and reports that illuminate aspects of this learning need. Finally, discussion of needs went over seamlessly onto a discussion of how to **provide ways to meet** those needs. It was in fact impossible to look at needs completely separate from provisions and vision on learning. This was a confirmation of the decision taken at the start of this assignment namely, that products, learning needs and ways of meeting those needs cannot be seen as separate entities.

Question 3.

Which of the products identified in the inventory should have the greatest priority for

- P & B providers working extramurally
- teacher developers of SPH and MWD including those who also work as researchers in the lectoraten of Rehabilitation and Labour participation?

The 5 extramural respondents in the working field and 4 of the intermural teacher or professor-respondents were asked to choose topics that might interest A) students B) professionals by ticking a box next to the topic. These topics are derived from the inventory. Below the number of respondents who ticked a box, or told me during the interview that it was an area of interest. is indicated.

Welke onderwerpen zouden interessant zijn? (en waarom?)

| Clusters van thema's of onderwerpen |
|---|
| <input type="checkbox"/> Healthy Ageing = HA 4A /3B |
| <input type="checkbox"/> Sub set: VT Elderly/ Ouderen 2A/2B |
| <input type="checkbox"/> Gevolgen WMO/ WNS 11 4A/5B |
| <input type="checkbox"/> Transitie naar Civil society /burgerparticipatie 4A/5B |
| <input type="checkbox"/> Gevolgen nieuw Jeugdbeleid 4A/4B |
| <input type="checkbox"/> Gedragsproblemen jongeren 4A/4B |
| <input type="checkbox"/> Ondernemerschap 4A/5B |
| <input type="checkbox"/> Empowerment 4A/5 |
| <input type="checkbox"/> Gevolgen nieuwe Arbeidswetten 4A/2B |
| <input type="checkbox"/> preventie 3A/4B |
| <input type="checkbox"/> aanpak inclusiviteit 4A/2B |
| <input type="checkbox"/> risico's inschatten 1A/2B |
| <input type="checkbox"/> diversiteit 3A/2B |
| <input type="checkbox"/> Klantmanagers (vaardigheden) 2A/ 3B |
| <input type="checkbox"/> Begeleid leren 2A/0B |
| <input type="checkbox"/> peer- interactie onder scholieren 4A/2B |
| <input type="checkbox"/> individuele rehabilitatie benadering 3A/1B |
| <input type="checkbox"/> werkzoekenden uitdagingen 2A/2B |
| <input type="checkbox"/> pedagogisch aanpak/ Orthopedagogie 1A/0B |
| <input type="checkbox"/> betrokkenheid van ouders met psychiatrische problemen 0A/ 1B |
| <input type="checkbox"/> School type, De brede school 1A/1B |

table 5. tick box list of topics

Even though respondents made choices this was not what held their attention during interviews. One respondent said: *"Ja ze zijn allemaal Ok maar..."* As I have hopefully made clear, it is learning needs (which are signposts toward which products are worth adapting) that, arguably should have priority not the topics of products. In addition, the products on their own can be an inspiration for an intervention of some kind or a support for an intervention. From the list it can be concluded that the most interesting products are those that deal with the pressing issues facing professionals for the B group. For initial education it is clear that teachers regard almost all of the topics as necessary for students to know something about. However when I asked them to choose one most important topic, the most common reply was 'empowerment'.

P & B trainers were also asked to identify topics, themes or trends for which there are products that would be interesting for the clients in the professional field with whom they have worked by providing training modules or workshops for them. Positioning, collaborative working, leadership, coaching and facilitating came out on top.

In relation to knowledge areas, in a very recent inventory of 'schooling' activities for professionals (2015) two of the members of Segment A from SASS identified what they call the Big 5 from one organisation that is Youth, the elderly, those with mild mental retardation, those with psychiatric disorders, and participation as the major themes. Other organisations had other themes on their wish list. The SASS inventory shows that there are various modules and workshops available to

organisations to help their staff to learn new or adapt existing competencies to be able to work cooperatively across disciplines in close relation to the clients, but that not many organisations took advantage of these provisions (2015, p.31).

It is enlightening that one of Segment A teachers in an interview indicated that no matter what topic or theme is considered **who** decides what the form and content of professional development are chosen is a question that needs to be addressed.

Of the areas noted above coaching is clearly important, on two levels. In order for professional development to have sustainable effects the staff need on-going support by workplace coaches. On the other levels practitioner –professionals need to use coaching with clients more than ever. In fact this was identified by coordinators of ‘schooling’ as well. The coordinators also identified 2 levels of facilitating

The need for interdisciplinary working approaches was, as said, recognised but according to one respondent too many managers stand too far away from the reality that their staff members face (as was noted earlier). The position of the practitioner in the play of interests has been narrowed down in the last decades when actually, in light of the current complexities, more room to manoeuvre is needed, not less. Professionals often do not know how to achieve this different kind of positioning. They are used to working separately, apart from each other, and now they need to combine forces with colleagues. A key learning need derived from this repositioning is a kind of entrepreneurial stance toward choices they make and how those choices are negotiated with others with whom they must work hand in glove so to speak. There is a need to develop new methods that are appropriate for the complexity of interdisciplinary social care in the context of self-reliance. So any products related to these areas have priority.

Cost plays a significant role in deciding to provide training or professional development and as the inventory concludes, (op. cit) interventions of any kind either provided by their own staff experts or by outside trainers are a debt- post in budgets of organisations. Products that address the dilemma’s that coordinators and managers face would be welcome.

The two sets of priorities given below take account of the topics ticked by respondents but adds to them by gathering comments and remarks together made during the interviews

Priorities for all segments but especially for the professional field (Segments 2 and 3)

I These five (in black font) are equally important for initial education.

*Publications about the WMO and WSN, but especially products related to **the t-shaped professional**. The focus must be on attitudinal change in professionals, either from the perspective of the care givers themselves or from the perspective of their line managers. The products can be about methods/ good practices or reports of successful or unsuccessful cases or effect studies, etc. Publications regarding leadership and **entrepreneurialism** in the transition period and related to the changed attitudes and skills of professionals, such as to be coaches-on-the-job, are relevant. These will be more desirable if they address the real challenges facing professionals to **empower and engage** clients and if they help managers in sustainable learning processes rather than 'one-off' workshops. In other words, be embedded in or combined with guidance for organisational change would make the products more attractive.

All articles that touch on how a **professional can give and also take space** needed to stimulate responsibility, reliance and normative frameworks in themselves, colleagues and in clients also in cases of **moral dilemmas**.

II These nine (in black font) are perhaps more interesting to the professional field.

*Parallel to the above, materials that support organisational **change management** in general appear to be desired. For example, how to move to modern governance rather than NMP so that the organisation is more flexible, innovative and creative in dealing with the consequences of the new policies. This includes **advice on 'the workplace as learning-site'**. Tools to help organisations measure their progress in this process would be appreciated. Coordinators of 'schooling' need to have models and arguments to help them convince management that more workplace learning will lead to solid results. They need to be able to help staff with **reflective questions**: 'Hoe sta ik in het werk? Hoe kijk ik ernaar?' **Informal learning where coaching has a role**, has a better chance of helping staff to adapt their 'normative practitioner – competences'.

The accent needs to be on success factors, not on deficiencies. Every organisation is trying to figure out how to move forward and no one has the answers.

*Publications that touch on how organisations can interact with stakeholders in the participation society. Certainly any publications that deal with social neighbourhood teams, about community building, are relevant and attractive. For example anything dealing with **debt issues** would be valuable. These products need to be raw materials for finished modules which will be most welcome if they fit into an **elearning platform**.

*Articles about **the consequences of the new policies for employment**, especially those that challenge and stimulate **klantmanagers to act in more flexible ways** are a priority for certain organisations mainly the municipal offices but the larger social care organisations that offer help to the unemployed may also find them interesting if not a high priority. If articles about the 'individual rehabilitation approach' are used as support for employment then those articles can be clustered with the articles about **'uitdagingen voor werkzoekenden'**.

III These are equally interesting for initial education.

* A nice **supply side 'waaier'** of articles, dossiers, a few solid workshops or flits colleges about cutting edge insights regarding Healthy Ageing, Rehabilitation, Youth problems, Labour participation) would be attractive to most if not all, organisations. Sometimes they would only need to be enough to keep staff up-to-date or to give them a 'taster' on a subject or issue, not a deep learning experience. This 'waaier' can be offered to many organisations. It needs to be fresh and interesting, though and it must fit the learning principles of P & B. For example the articles need to be a part of something, like a one day **training session that has a follow up to make the learning more embedded in the daily work of the staff**.

Any publications that touch on prevention but especially those dealing with **social safety for youth**. These must take into account that there are a lot of materials out there already; (such as Signs of Safety is being used by many organisations not only for specific staff but for all managers and professionals.) also that organisations have in-house materials. Perhaps the priority is to **help organisations choose the best of what exists** and to support them in attitude and behavioural changes in an area that is very confronting for the first line deliverers of support. Also products that can be incorporated into **post-hbo modules for specific groups like socio therapeutics** are worth looking into.

inset 4. priorities of the professional field

Priorities especially for initial education (Segment 1)

*Articles about healthy ageing and the area of care for the elderly.

*Articles about the behavioural problems of youth and community service for youth, neighbourhood teams to connect to the life world of youth also in terms of social safety, youth workers as street workers connection to the 'brede school' - Signs of Safety is an important tool that students need to master.

Articles on structures to ensure social safety for all age groups, on codes of conduct re sexual or physical abuse of children and adolescents, even better if they can be linked to workplace experiences such as during 'stages'.

Products that deal with how to conduct effect, appreciative inquiry, and/or narrative research.

inset 5: priorities initial education

Implications for Initial Education

In terms of formulating learning outcomes and building workshops or courses on the basis of those outcomes in initial education, the main difference with P & B lies in the level of complexity of competencies, the contexts that are used to frame the learning and in how educational activities are delivered (the pedagogic aspect). But the differences do not mean that they should be treated as distinct entities when it comes to developing the products into educational material.

The implications for the lectoraten are one, that whenever they are developing learning activities for professionals on cutting edge issues, they should consider a version suitable for initial education and when they are developing activities for initial education they should consider how to adapt the material for workplace learning.

For example the cluster of products identified on table 4, related to the 'Gevolgen WMO/ WNS Civil society /participatie' (AP 6, AP 24, IJB 70, IJB 71, Re 5, Re 30, Re 62, Re 68, AP 42, Re 58, Re 62, Re 68, Re 65, Re 67, (ook Re74), Re 62, Re 68) could be made into a dossier. Selected products of this dossier can be incorporated in to a module which has learning outcomes related to a national professional competency such as Kerntaak 10 of Taakgebied 2 of MWD. (*De maatschappelijke werker organiseert en coördineert multidisciplinair overleg, voert de werkzaamheden uit die daaruit voortvloeien, kan samenwerken met andere professionals en vrijwilligers begeleiden* See Appendix 4.)

Once this module is developed using a selection of these products, it can be offered to the developers of P & B who then adapt it into a prototype for their repertoire.

Concluding remarks

Many if not most of the learning needs that are important for professionals cannot be distinguished from learning needs of future professionals. The stress of identified needs was on attitude change rather than knowledge or skills enhancement in organisations. For the professionals, the needs associated with adapting to decentralisation are most pressing, while for initial education input on specialised knowledge like youth problems is quite higher on the ladder than it is in organisations since many organisations have in-house experts and experienced social care givers who have a sound knowledge base in these areas. On the other hand, learning in initial education and in the field can share topics that are equally important to them both as we have seen. Certainly, there are differences in emphasis and urgency in this case. As the example above shows, the differences in urgency and complexity can be taken into account. A set of relevant products can be clustered, linked to a competency and then adapted for a module in bachelor or master studies. This module can then be passed on to the P & B developers.

There is a need to learn about research by future professionals in initial education. However, in the interviews I conducted no one in the field expressed a need for staff to learn about research. However, one did describe a kind of action learning where a social worker uses a real life experience for a case which is investigated by a small group somewhat like an 'intervisie' session. The t-shaped professional, participation (including engagement and empowerment) and social safety are highly valuable for both

spheres. The ability to think ahead before problems arise was mentioned by 2 field coordinators who expressed desire to orient the staff.

This section has demonstrated on the basis of interviews, that one, planned, transparent and systematic 'and...and' not 'either or' approach to development will be efficient as one can take advantage of economies of scale.

Two, structurally approaching these two in tandem is most appropriate to the task given to the lectoraten to act as bridges between these two spheres.

Three, the strength of the products is their high quality of their contents but, with some notable exceptions, the way that the content is offered could be more attractive.

Finally, articles' addressing some of the learning needs that came out of the profile and the interviews can be found in the knowledge banks of the lectoraten, but not all of those needs. For example, there were no articles on the last area, concerning social safety for children or dealing with debts. Nor were there articles on research approaches. Nevertheless most of the areas identified have been written about as the table of clusters in figure 3 shows.

Question 4.

How can relevant staff members incorporate, adapt or convert prioritised products in

- a. the educational programmes of SPH and MWD both full and part time?
- b. in-company (PD) interventions of P & B

Another way to frame this question is to ask what steps need to be taken to make products suitable for the two spheres. There cannot be a simple answer to this. Comments gleaned from the sponsors and the educational staffs of SASS who have been consulted highlight specific aspects of the approach and methods for converting or adapting products. These indicators can be combined with insights from experienced trainers, or professional developers, found in literature to provide, not a cut and dried recipe, but certain useful and realisable suggestions.

A) Initial Education: Insights for adaption in intramural SPH & MWD programmes

Segment E – related to management perspectives on initial education i.e. the curricula

An indication of why steps have not been taken was given by the initial education sponsor who noted that she was of course aware that there were products from the lectoraten that might be used in the curricula. She knew very well that teachers who are seconded to a lectorate have an insight into what is available in the lectoraten, also that they use their knowledge when developing their own modules. However, when she looked into how much use is made of lectorate products in general by teachers developing courses or modules her impression is that it is very little.

She suggests that the curriculum committee members and the coordinators of the recalibration of years one and two, which is taking place currently (segment B) are the content specialists who can offer the best advice on what students need. The connections between the lectoraten en the educational programmes could be significantly better and this would be a first a step. For example, staff members who developed the Healthy Ageing products (in cluster identified in the inventory) can work with the teacher of Segment B who is responsible for this knowledge area.

She questioned if teachers who are developing a single module (Segment D) had time to dig so deeply into the knowledge banks when they are making or improving a module or course or workshop. In terms of types of learning activities she only noted that the material needs to be adapted for 18 year olds.

Segment D – related to teachers who may use the products opportunistically for parts of the curricula

The respondents from Segment A (that is P & B providers of learning activities) also work as teachers in initial education. In this position they have insights into the relation between the lectoraten and the teachers. One of them wondered why initiatives to cross the divide from a lectorate to an educational programme team were what he described as *“eenrichtingsverkeer”*. In other words, why did the first step to discuss or delve into an innovation invariably comes from the teachers of the programmes and not from the professors? He suggested that prototypes could be developed by lectoraten and be offered to teachers or could be created in collaboration with teacher developers of the curricula. The coordination between individual teacher developers and lectors is intermittent, not structural.

In terms of leaning forms he chose products to be incorporated as:

input for workshops,

online material for self-study,

basis for a course,

material that could form the core of a homework assignment and finally and most important

a ‘half product’ which developers can finish to their own taste.

Other comments from teachers in segment D, gathered informally are:

“Waar kan ik die producten vinden?” “Waar zijn die lectraten?” “Waarom krijgen wij zo weinig informatie van de docenten die in de kennis kringen van de lectors zijn?” “Ik heb ook mooie modules ontwikkeld en zou graag in gesprek gaan met een lectoraat om te zien of wij samen mijn materiaal verder kunnen ontwikkelen.”

Segment B related to teachers who are leaders/coordinators in specific learning lines in the curricula

Two respondents of this segment gave advice on how to adapt products. The first is a teacher who is the leader of a learning line. The other is also a major developer of a learning line and is also a member of a lectorate and of the curriculum committee. Both of these teachers noted that not only do products developed in the lectoraten remain ‘on the shelf’ materials made by others in SASS also do not get shared. One of them said: *“Er is geen belanghebbende die verantwoordelijk is voor het verzekeren dat materialen worden gedeeld. Dit is een voorwaarde voor kenniscirculatie.”*

These teachers of segment B both remarked that innovative types of research such as participatory action research are not commonly found in the lectoraten, nor are new theories such as catharsis theory. Also results that demonstrate an alternative vision of people who take their problems into their own hands are not easily found. There was a comment that the lectoraten are supply oriented rather than demand oriented. One asked, perhaps rhetorically, *“In hoeverre lopen de belangen van de lectoraten parallel met die van de opleidingen?”*

In terms of learning forms they suggested:

Focussing on year 2 especially materials or products that help professionals to signal not only problems but also what is healthy, that identify the strength and resilience of people in difficulties. In this context products that use appreciative inquiry would be attractive to teachers for the curriculum. Also products that support teachers in modules that focus on community development and community service would fill a gap. Using products as input in blended learning was noted twice.

Segment C related to teacher-researchers who are seconded to a lectorate

When asked the teacher researchers (3 in total) all explained that they used insights from their research in their educational programmes. In one case this meant a whole semester of 30 credits in another an entire degree programme for a master degree. Also these members of the lectorate supervised research projects falling under themes and subject areas of the lectorate whose knowledge circles they are in. They also all stated that they had given presentations to their colleges in team meetings, filling them in on what was happening in the lectorate and pointing out interesting developments for that team's curriculum. However, the sharing of information was not a structural part of their work.

They had no ready answers for how to convert products to modules or workshops. This has happened opportunistically. In such cases typically they contacted a colleague who they knew was busy developing educational material / activities that overlapped with something in their lectorate. From that point on, it was on a case to case basis. No general rule for conversion can be derived from the experiences.

Another way of answering this question is to look at how successful in-company PD is approached. One often used method is to use critical incidents which have been defined by Apedaile and Schill (2008, p.7) as

...tools for increasing our awareness and understanding of human attitudes, expectations, behaviours, and interactions. They are intended to engage participants at a meaningful, personal level as they examine attitudes and behaviours that might be critical to their effectiveness in the roles they are already performing or preparing for (in the workplace, in educational settings, and in society at large

In this case, products such as articles on the difficulties that face client-managers of unemployed people can be used as

- a) as background or lead in material to such a critical incident, or
- b) to be consulted when small groups puzzle out a task based on the incident or
- c) as follow up material after the critical incident has been dealt with during a learning activity.

However, these three options are not restricted to using the products for critical incidents. All three can be ways that products are incorporated into other learning activities. For example, as background or lead in material, one or more articles can be set as pre-session reading assignment. The session may be a lecture or presentation. It does not have to be a critical incident workshop. It is easy to see that the three options apply to how products are used in both initial education and contract interventions.

What must be done to make products user-friendly for developers of either initial educational activities or in contract interventions, is that a small number of related articles need to be put together into coherent and clearly labelled dossiers. These dossiers can be made into half-products. Suggestions for the content of dossiers and the extra materials needed to make the collection user-friendly for developers will be set out in the final section of this report.

The dossiers can also be the first point of call for a teacher who wants to design a prototype for an educational activity. The prototype would be discussed with other teachers who would contribute to the completed educational activity.

The dossiers need to be easily found and accessed. Products that are hard to find are not going to be used. Also even when they are found it will help teachers greatly if they are already preselected and grouped by theme or content.

The dossiers can then be used in many work -/learning forms. They can be the core elements in prototypes of modules. In addition fully developed modules such as Ferry Wester's *Sturing gemeenten onder de WMO* can be adapted or incorporated into modules for both Initial Education or for trajectories or interventions in professional organisations.

Elearning platforms - ? Smart chaos

When the professionals are rather young folk, such as millennials, consider the advantages of incorporating products into micro-learning activities which combine so-called 'smart chaos' elearning platforms that use short pitches in multiple media. According to Veloz (2015):

Smart chaos begins with paring down key information into bite-size lessons of five minutes or less that feature highly interactive content like quizzes and other activities that not only keep learners engaged but also measure comprehension and track learning. Departing from the usual pedantic tone that defines L&D copy, content is infused with a casual, blog-like vibe and visuals enhanced with audience-appropriate voiceovers. You can even incorporate employee-captured videos and other multimedia on a branded media player to add a distinct brand personality. Content is deployed through a progressive and social- and mobile-friendly SaaS-based LMS that hosts and deploys micro-learning to the entire organization. Employees can use meta tagging to cross-reference topics and conduct their own searches to aid in their learning. The platform also encourages autonomous learning by making possible e-learning road maps and blended learning paths that put users in greater control of their own training (page 2 of 3).

This will require working with ICT staff of Hanze and of the organisation to create the platform. The directors of the organisations have to sponsor it and be willing to keep up the platform. This will ensure sustainability, something often missing in short courses or a series of workshops. This approach fits in well with the elearning policy 'speerpunt' of the Hanze. It has some overlap with 'flash colleges' already quite popular in the part and full time bachelor programmes. Once developed, these smart chaos modules can be used with students in the modularised part time study of P & B if the organisation and the SASS/Hanze can agree on copyright issues.

In terms of elearning, we must point out that organisations in the field had very different attitudes. One said that elearning was not uniformly positive:

"[Elearning in] een platform is een goed idee. Maar het past niet bij sommige mensen....schooling moet behapbaar blijven."

On the other hand, one organisation has an electric portal with more than 80 sub-modules used by more than 100 members of staff. This portal was developed partly because *"te veel mensen hadden een relatief lage opleiding, die niet voldeed voor de complexe situaties zij nu tegenkomen"*. *"Wij moeten een opleidings- systematiek ontwikkelen."*

B) In-company provisions: Steps in choosing the best learning activities for extramural situations

"Workshops and short courses that's all they ever ask for" (Comment of a P & B deliverer; confirmed by three respondents from the field.)

In terms of forms of providing professional development only 4 of the 10 options offered in the interview list were ticked by coordinators as ways that products could be used in relation to what is provided in-house at this time.

1. products could be used as input for workshops,
2. as online support for individuals after trainings are over,
3. as the basis for short courses (probably the most desirable in the eyes of those who buy in the interventions). In a written remark he added that most organisations were not familiar with the other forms in his experience.
4. as part of elearning modules (mentioned by three of the 5 coordinators/managers)

However another P & B deliver said that there more types of interactive learning forms used in her experience She mostly saw training sessions and workshops just like the other P & B provider but she also knew about organisations that use: mentoring, checklist, reflection –planning, cases, presentations and 'intervisie'. She did not see how the products of the lectoraten could be used together with these forms of professional development. Her main concern was about the deficiency orientation of most forms of professional development not so much about the difficulty of incorporating products into these forms. She advised using a much more positive approach and suggested that the lectoraten could adopt appreciative inquiry to have products with an enhancement orientation.

Result oriented training work forms

No matter whether a deficiency or an enhancement orientation is built into products in future, the use of a variety of learning activities that have proven successful in commercial education should be considered. For example Dirkse-Hulscher and Talen (first edition 2007, ninth printing 2011) offer 120 interactive 'werkvormen' for 'resultaatgerichte trainingen' (as well as meetings and other forms of coming together for learning purposes in organisations). These interactive 'work-forms' offer the P & B providers a wide range of possible learning activities that have proven to be successful nation-wide. Most if not all of them could be enriched by the dossiers of clustered products.

Dirkse-Hulscher and Talen have stood back to consider which work-forms can be chosen in which situations to make the interventions results oriented as well as interesting and stimulating. They note that the greatest pitfall for trainers is choosing activities that are stimulating and exciting but that do not lead to actual changes in the participants. This is an important issue for SASS teachers in extramural

situations. Their interventions need to be well evaluated, the participants need to be satisfied, but there must be results as well. This point was stressed above by one of the professors.

The 7 steps that developer-deliverers can follow to avoid the pitfalls when they are choosing which activities to carry out of Dirkse-Hulscher and Talen are given here:

1. Name and clearly describe the goals
2. Make the benefit (be result orientated) of the meeting or intervention visible (what do you expect to see on changes in the participants, what must they be able to do after the session or sessions)
3. Identify the main parts of the intervention (what are your priorities)
4. Map out the key characteristics of the participants.
5. Predict where the painful or difficult situations will be
6. Choose work forms that are consistent with the goals and the results (benefits)
7. Be prepared to adjust, adapt or add extra work-forms during the sessions (see below, the reflective professional). Especially when difficult moments occur be ready to change work-forms. The first ten minutes often set the tone for an entire session. Make sure you have an introductory activity for those minutes that steers the dynamic in the direction you want. (2011, pp. 285/286).

Thus, the clustered dossiers from the lectoraten should be used only when they fit the benefits.

An example of a good practice in result oriented development is the '8 velden model' developed by a team of The Learning Company. This organisation offers interventions in companies under the directorship of professor Josef Kessels and Cora Smit (see <http://www.kessels-smit.com/nl/194>)

An example of how the model has been used in health care education is <http://www.nthen.nl/home/het-8-velden-model/> .

In two articles, Frijters and Wagenaar (2005) discuss in detail how this model supported results in their interventions for health care professionals. It is built on a relational stance. It has a positive orientation, because even though it starts with identifying problems its real focus is on benefits.

Learning in the workplace

Three of the four coordinators interviewed were familiar with Kessels and Smit in one way or another. One had used their model in the past. Another was inspired by Kessels at this time and a third had attended presentations by them. This means that P & B would be on familiar ground in using the model. They have indicated skills and knowledge the trainer needs to ensure that a learning trajectory will suit the learners (1996, p.9). They describe a way of working that combines solid knowledge of the context with high quality relevant products.

De docent heeft ervaring met het werk van de cursist. Het is van belang dat de docent (begeleider, coach) een ruime ervaring heeft in het werk van de cursist, dat centraal staat in dit leertraject. Zo'n docent:

is in staat om die leersituaties te kiezen die aansluiten bij de werkelijke problematiek die de cursist tegenkomt in de werksituatie; gebruikt onbewust een jargon en voorbeelden, die het de cursist vergemakkelijken om open te staan voor nieuwe vaardigheden en hiermee te experimenteren; kan bij het geven van feedback beter aansluiten bij de inhoudelijke aspecten van de oefensituaties.

The model below indicates how to go from knowledge to results in organisational learning.

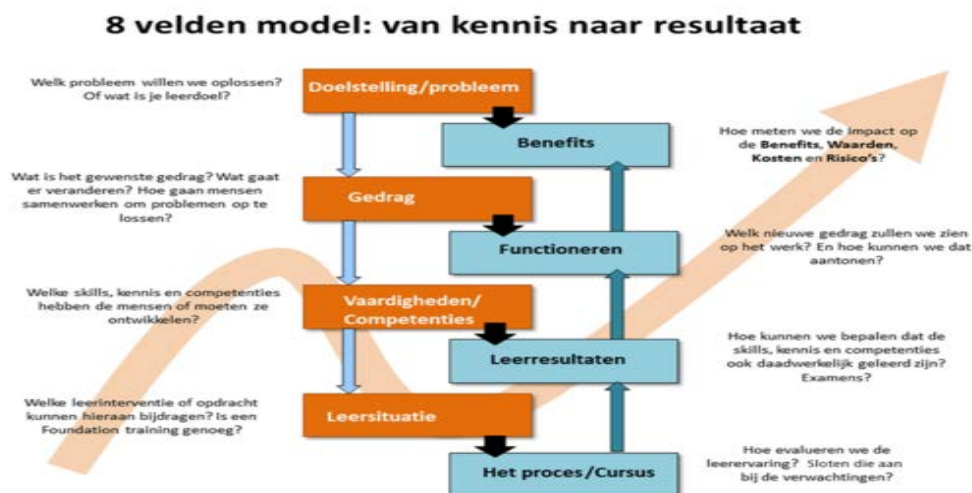


fig. 1. 8 fields-model

A skill that P & B developers may have but which they may want to strengthen is being sure they are sensitive to the context in which professionals are being challenged. This includes the internal climate or culture of their organisations and the kinds of encounters they have with colleagues and clients in their work. To check that they are aware and sensitive to these local factors, a contextualisation tool could be employed. They could develop a tool together. An example of such a tool is given in Appendix 4. Another supportive model is taken from workplace learning. The products of the lectorate need to be adapted so that they are usable in a learning approach that suits organisations. Since informal and tacit learning have a large role in future provisions the lectoraten need to consider how they can adapt the formal products they make to this reality. A coördinator remarked:

“De gemiddelde leeftijd van de professionals met wie ik werk is 45.” (Segment P& B trainer and member of a lectorate)

Experienced staff need sufficient time to process tacit knowledge in moments when they face a difficult change. Having articles to read in their own time, could a useful support for them. In change situations they are again in the position of novices. This kind of change:

involves a period of disorientation while old routines are gradually unlearned and new routines are gradually developed. During this period practitioners feel like novices without having the excuses or discounts on performance normally accorded to novices. The pain of change lies in the loss of control over one's own practice, when one's tacit knowledge ceases to provide the necessary support and the emotional turmoil is reducing one's motivation. Hence the need for time and support is an order of magnitude greater than that normally provided (Eraut 2004 b, cited in Eraut & Hirsch, 2008, p.14).

Another coordinator was more concerned not with the ages of staff members but of the climate behind HRM policies. She said(rather wistfully): *Hoe borgen wij factoren die stimulerend zijn als er een cultuur verandering nodig is?*

Eraut (1994, 2004, 2007) was one of the first to work out what the climate- conditions and what learning activities would lead to strong learning especially in terms of experienced and novice staff to move toward effective intuitive and normative behaviours. These 6 factors could be used as the base of analysis on organisations or within the lectoraten to point to the most useful products. Also the contextualisation tool offered in Appendix 4 could be helpful.

These are Eraut's mirrored factors.

Context Factoren

- A. (inhoudelijk aspecten) Hoe gestructureerd en gemanaged? (continuïteit), facilitering, technische ondersteuning, professionele ruimte, voldoende logistieke mogelijkheden
- B. (sociaal-dynamisch aspecten) Momenten van interacties / kwaliteit van relaties; op basis van vertrouwen, erkenning, ondersteunend en mogelijkheden voor feedback van cliënte
- C. (psychodynamische aspecten) Kansen om te participeren/acteren; stimulerende omgeving, positieve verwachtingen omgeving

Leer Factoren

- A. (inhoudelijke aspecten) aard van wat er geleerd moet worden, taken en verantwoordelijkheden zijn uitdagend/waardevol, niet te moeilijk maar niet te makkelijk
- B. (sociaal-dynamische aspecten) kwaliteit en kwantiteit van communicatie over en weer met collega's, cliënten, managers etc. regelmatig en goed kwaliteit feedback, ondersteuning en vertrouwen
- C. (psychodynamische aspecten) Zelfvertrouwen, betrokken voelen, motivatie, verwachting van persoonlijke ontwikkeling en van professionele vooruitgang.

Finally, a simple model is offered to show areas where products need to be able to fit. Hart (2011) makes a strong argument for more informal learning in the list below, which is aimed at convincing managers and coordinators.

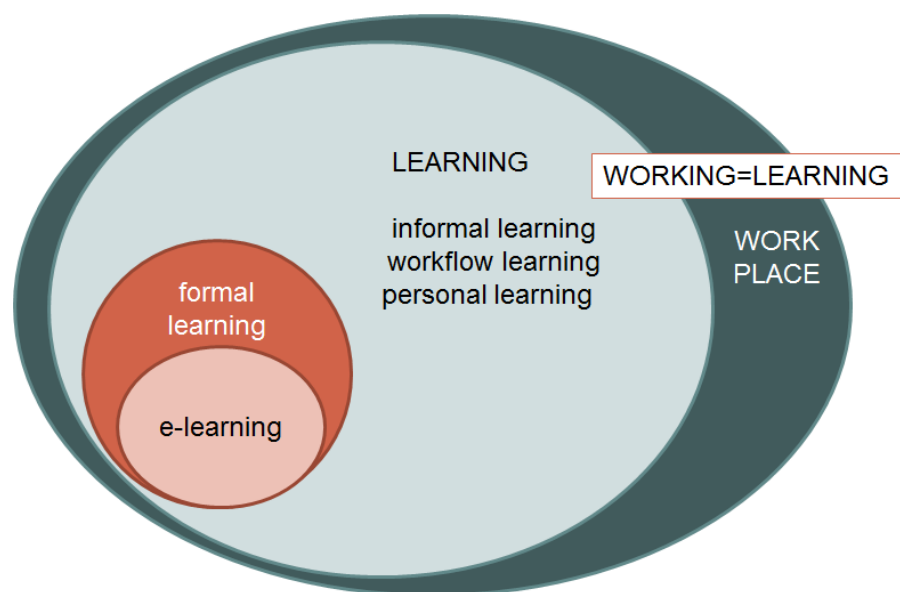


fig. 2 Hart's Social Learning model and main arguments

1. There is a strong imperative for continuous learning – the world is changing so fast that we need to continually update our knowledge, skills and productivity.

Doing it in discrete steps just doesn't work anymore – even if the steps are small ones. We all need to develop the mindset of continuous, always-on learners. Informal and social learning approaches fit this need better than staccato formal learning.

2. Natural learning is a process. It is not a series of events. The process of embedding changed behaviour in long-term memory requires focused practice, experience and reflection. All of these are on-going processes.

3. Most learning occurs outside formal learning settings anyway. Research results vary, but most show that around 70-90% of work-related learning occurs through experience and through others in an informal context rather than through the course, curriculum model.

4. The vast majority of learning is social, even without us focusing on it.

In fact, some leading psychologists (Jerome Bruner is a good example) argue that all learning is social – whether within or without formal learning environments.

5. A lot of existing formal learning practices are ineffective and inefficient. Filling heads with knowledge has little to do with real learning (which is all about behaviour change). Back in 1885 Dr Herman Ebbinghaus showed that knowledge gained without context is lost very quickly (about 50% is forgotten within an hour).

Other research has shown that taking people away from their workplace and 'training' them is usually equally ineffective. **Most formal learning is content-heavy and interaction-poor, provides little opportunity for practice in context and for reflection. In other words, a large amount of formal learning is a cost rather than a benefit.**

6. People learn better when they're in charge of their own learning. Guidance helps, command-and-control doesn't. Formal learning usually puts someone else in control. Individuals drive their own informal and social learning.

Guidance can help, but there's no point trying to 'formalise' informal learning other than working to embed it in organizational culture as 'the way we learn stuff around here'.

7. There's an inherent inertia in formal learning approaches. It takes time and effort to design, develop and deliver learning content. Speed-to-competence is often compromised.

Once a course, programme or curriculum has been developed there is often so much invested effort and cost that it's unlikely to be changed or discarded as fast as it needs to be in order to keep pace with changing circumstances.

8. Cost. Informal and social learning approaches are invariably cheaper, more effective and better received than their formal counterparts.

As can be seen the informal learning approach probably suits some people better than others. Many people often want (or rather think they want) a more "structured" learning environment for learning about things consciously, but this is probably because they have been conditioned to believe that learning can only take place in a formal learning context. (Hart, 2010, p. 3 **emphasis in bold is the researcher's**).

Concluding remarks

The main message from respondents and experts is that products need to be adapted so that they fit the learning context and the challenges in the field. This is hardly a surprising outcome. Still the organisational coordinators sometimes said that management and staff are not always ready to take the implications of this message on board. They (managers and subordinates) prefer the simplicity of workshops and trainings. This is understandable too, it is easy to make a list of who has followed them and so get a sense of (false) security. It will be up to P & B staff to discuss these issues and be convincing about taking another line. Hart's arguments, Eraut's factors and the model of Kessels & Smit can all be a part of the P & B provider's repertoire.

Also it has been shown that there are ways to carry out the adaptations. The first is to create half-products in the form of dossiers. The second is to be skilful at incorporating the dossiers into result-oriented interventions through the choice of activities based on goals and a good insight into the character of the learners. Further, difficulties are to be expected and not shunned but predicted through good preparation. A way to carry out the preparation in a communicative manner and be able to analyse the effectiveness, is to use the 8-velden model. Finally a guideline or instrument to check if one has been sufficiently sensitive to the local climate is referred to and an example of such a tool is offered in Appendix 3. The products on their own are going to remain on the shelves unless creative approaches are employed.

There are several interesting new approaches to learning/work-forms that should be considered such as various types of elearning and blended learning. The combining of products into platforms that make learning more attractive is the responsibility of all stakeholders not just P & B staff.

3.2 Consultation Questions

Question 5.

What knowledge, skills and attitudes are necessary for trainers and/or teachers to use the products effectively in both the provision of initial education in the curricula and/or the provision of professional development interventions in the field?

The products can only be used effectively as part of effective contract educational activities. Even the most interesting and relevant material or product will not be effective if

- a) it stays on a shelf or
- b) it is incorporated into activities that do not successfully stimulate learning.

It follows from this that the attitudes, skills and knowledge needed to incorporate the products of the lectoraten are not essentially different from the competencies needed to be successful providers of professional development no matter what products are available.

There is some empirical evidence from the interviews about attitudes that inspire trust in busy professionals.

An interesting point gleaned from respondents in the professional field is that trainers need to model certain attitudes of the 'new professionals'. In other words some of the attitude changes that social workers need to make in terms of WNS apply to the way trainers coming into organisations need to treat staff members. The most often noted positive attitude is the assumption that the professionals following an intervention already have experience, knowledge, and competencies, not that they are lacking something and need to be 'taught'. Instead the most effective providers of professional development in the stories of respondents were the ones who facilitated and helped staff members to find their own strengths and to adapt these to make them fit the new challenges. Alternatively providers of interventions who worked on the assumption that 'one size fits all' were viewed negatively. The range of backgrounds and diversity of areas of knowledge of staff members in the same intervention are great.

This is then, a pre-condition of successfully using products. The skills that are needed to do so are sensitivity to the differences of individuals and the flexibility to connect the content of the intervention to those differences. Flexibility in turn requires the provider to be fully 'on top' of the content himself or herself. One cannot adapt products to a range of learners if one has only a partial grasp on the products. This means that providers must study and prepare themselves well enough to be able to use the same products in different ways with different individuals or groups.

As reminder, some relevant characteristics of the new professional are given and the parallels with the shall we say 'new P & B learning professional development provider' are drawn (Kluft 2012, pp. 2/3)

The professional who asks questions

This needs to be an internalised disposition of P & B providers of interventions in organisations in the field. They should ask before they offer input and while they are offering input and after they have offered input. Just as the citizen's own story is now the starting point of social care professionals interventions, so too, the staff members who are following courses or workshops should be allowed to tell their 'stories' and should be asked for their feedback regularly not just at the end of an intervention. This quality resonates with beacon 1 of WSN, which is about a demand oriented approach.

The inspired professional

The parallel is the inspired P & B provider of learning opportunities. Professionals following interventions sometimes have doubts about the need for interventions. This was confirmed by the coordinators of professional development in interviews. They have much to do and many responsibilities. If the P & B provider cannot establish his or her legitimacy, and build trust, the products can be introduced and 'covered' but they are likely to be only superficially absorbed. This situation was common at Noorderbrug when a P & B provider first came there.

How a provider establishes trust cannot be set out in a formula. It has to do with individual personality and makeup of the provider but whatever form it takes the provider must have confidence in the learners if the learners are going to have confidence in him or her. Kluft identifies that as:

The enthusiastic professional finds it challenging to clarify the citizen's questions and to work in an open and unprejudiced way with the residents. He has full confidence in the citizen's personal strength.
(2012, p. 3)

More will be said on this subject in the conclusions. According to Kluft this characteristic matches beacon 1 and beacon 3 of WSN.

The professional as entrepreneur

In the WSN context, this means that professionals use an integrated approach. The connection with providers of interventions is that they must be creative in developing 'strategies best suited to...' the hard pressed professional who, as we remember, sometimes have not been fortunate in the type of managers who make decisions about their learning.

The reflective professional

In 1996 Ecclestone asked whether the phrase and concept of 'the reflective practitioner', had become a mantra. Many scholars of adult learning agreed that it had. Nevertheless it is vital for a deliverer of in-company training or other forms of professional development. According to Visscher-Voerman and Gustafson (2004) successful designers of interventions, such as professional development trajectories, use one or a combination of four design paradigms.

*Instrumental paradigm: planning-by-objectives..

*Communicative paradigm: communication to reach consensus.

* Pragmatic paradigm: interactive and repeated tryout and revision, making a prototype.

*Artistic paradigm: creation of products based on connoisseurship. (Visscher-Voorman & Gustafson, 2004, p.76).

In the type of educational opportunities such as P & B offer the most common form of design will be the communicative one (with some elements of the instrumental and pragmatic to a lesser or marginal degree). This fits with the approach of asking questions. In particular the P & B provider of educational activities must consult the clients (both the coordinators and the final end users) about all aspects. These include, but are not restricted to,: what the content should be (when and if products of lectoraten are useful must be discussed); the learning goals; the length of the training or course; the order of topics; where the main focus should lie, the best type of activities or forms of learning; the workload that can be demanded of the professionals and the like.

In order to carry out the communicative approach a reflective stance is needed. The P & B provider must be open to suggestions, to feedback of all types; also feedback that is not easy to interpret. The open lines must build trust and make dialogue possible even over sensitive issues such as when the professionals are not very happy with what they are being offered.

According to the researchers of the communicative paradigm, the main strengths of the designer/ deliverer of the intervention are : to ask for input from stakeholders; to build ownership; to acknowledge the presence of different perspectives about problem and solution; to help to create shared design specifications that lead to externally consistent products (Visscher – Voorman & Gustafson 2004, table 3, p.87.).

Characteristics communicative professional development interventions

Visscher – Voorman and Gustafson identify the characteristics and rationales of the approach. It must reach its 'design specifications' on the basis of stakeholder deliberation. It can use existing material or a new idea or perspective, such as those offered by products from the lectoraten. In the implementation, it provides the stakeholders a role throughout the entire process. Part of the criteria for success is an evaluation of the degree and quality of deliberation or discussion that was triggered or supported by the intervention.

The P & B trainer's role in this paradigm is first and foremost as a coach who helps the clients in defining their learning needs and in reaching the clients own goals. Clients are co-designers in the best cases (2004, tables 1 & 2 pp. 85/86.). The P & B providers need skills of coaching but the skills must be part of a wider attitude of reflection and transparency.

The point about transparency brings me to consider the pitfalls of this approach and what skills and attitudes P & B providers need to overcome or at least minimise them. A communicative process is not clear cut, like a prepared course or workshop. This means that everyone involved has to be willing to take the time and to have a degree of faith in an outcome that is not fully fixed at the start. Creating the atmosphere or goodwill that makes this process work will fall for a good deal on the P & B provider. The provider needs to be patient and respectful, especially of those who voice doubts. Also he or she needs to be very well prepared.

As Visscher – Voorman and Gustafson note, the communication in the process can be difficult. They make clear that the deliverer of the intervention must have the skills to steer the discussions in a good way so that they do not become 'endless' (op cit, p. 87). In short the designer and provider will be effective trainers if they will:

- Have a solid grasp of the subject so that they can be flexible in the negotiations at the start and during the sessions if it is necessary to change direction
- Be comfortable and familiar with the content of any products that might be relevant in setting out the design specifications for an intervention
- Proactively approach members of lectoraten as part of their preparation phase and to consult the creators of products when difficulties arise
- Have a vision of how the learners will benefit from the intervention and how the products fit into it , and be able to explain this vision
- Inspire trust, through good communication skills
- Be willing to take criticism and suggestions to heart and visibly do something about objections
- Be transparent
- Reflect on the events before, during and after the intervention
- Be able to make tools to support the professionals in using the products and in general act as a coach does using coaching skills. (In order to do this the trainers must be familiar with many kinds of active learning forms and know how to integrate them into different trajectories).

inset 6. Required capacities/competencies of extramural providers

Gordon Rowland (2004) has identified a set of core competencies for those who carry out workplace learning. These are given in an end note. A few worth mentioning here are:

- tolerance of ambiguity,
- a positive attitude toward error, and
- a bias towards service and responsibility.

Particularly important in a communicative approach are:

- cultural sensitivity and dialogue: *Skills that allow one to participate, learn with others, and express in language thoughts that may lead to meaningful change.* (Rowland, 2004, p. 46).

The pragmatic paradigm

Because the clusters of products will be formed into dossiers as half-products, one can consider using one aspect of the pragmatic paradigm, that is, the making of prototypes. When the P & B developer is negotiating with a client, it would be quite logical to use the dossiers as the basis for the learning trajectories. This saves time and ensures that the developer can get on to the business of providing the learning activities and getting feedback in the short term. Also the modules already developed by members of the lectoraten now available in the WMO werkplaats or the HBO kennisbank, should be adapted, and not taken over completely.

Concluding remarks

Experiences of P & B providers have shown that they possess just these skills and attitudes. Especially those teachers of the P & B team who have worked as teacher developers in the part time curriculum find that they can use their existing 'teacher' pedagogic approaches and attitudes. They are familiar with learners who have knowledge, skills and attitudes some of which need to be re-directed or even 'unlearn' others of which can be built upon. The list of Visser-Voerman could be studied by all trainers and used in their own professional development plans in the HRM cycle. The use of Kluff's list ensures a parallel process in which P & B providers are 'practicing what they preach'.

If 6 dossiers are created in the short term, existing modules (from the WMO werkplaats) are taken apart and recombined, and if the models of Kessels & Smit and Eraut are internalised, together with a contextualisation tool, the P & B developers could rightly say that they have a rich repertoire of materials and tools for the adaptation and incorporation of lectoraten products.

Question 6

In what ways could training materials be marketed and communicated to potential end users in the professional social care services domain so that they have a clear idea of what is on offer?

The respondents did occasionally have some ideas about this but they were speculative and with such a small sample I hesitate to use comments from interviews on this point. A number of comments, expressed in different ways by the, admittedly few, coordinators in the field can be summarised here:

"Denken zij dat ik kom om een vaste aanbod te horen? Ik kom met vragen omdat ik zelf niet weet wat er moet."

"Iedereen is aan het zoeken." [in relation to a discussion of what kinds of 'training' need to be offered]

"Soms als ze (P & B) ons een afgewerkte cursus tonen, voelen we ons een beetje aangevallen. Het is alsof wij dit al hadden moeten weten."

It takes sensitivity to come into any organisation offering a supply of products, even if there was an invitation from the organisation. This sensitivity to the context and the people is the key to marketing

and communicating educational (or indeed any) products. The British government offers some simple advice on this point to anyone wanting to sell something to a public sector organisation which boils down to understanding who you are dealing with.

In the social care and services domain all actors are aware that organisations are going through transitions under some pressure and scrutiny. This context must be kept in mind when approaching them with offers of workshops or courses.

Approach the right people in the organization.when planning a marketing or research campaign into the Public Sector it is important to consider what organisations and which people to target in order to maximize the effectiveness of a campaign and to avoid alienating people which have no interest in / responsibility for the services being offered.

The European Group for Public Administration has established a research community to investigate and throw light on non-profit and public sector marketing. They agree that transitions and change are the key characteristic of many public sector and non-profit organisations. An area that resonates with P & B is the focus on innovation.

More public policies are focused on social innovation and incorporation of the traditional marketing techniques and instruments in the general ensemble of the respective policy implementation. "Promotion and marketing of innovative services and programmes to encourage behavioural change. This includes market research, market segmentation, and targeted campaigns" (Murray, Caulier-Grice and Mulgan, 2010, 38).

Marketing raises awareness but being aware is not enough if the clients being targeting do not think that what is on offer is valuable enough for them to spend money and even more precious, time. Five 'pillars of success' have been identified in the field of educational marketing they are

MAKE IT EASY. MAKE IT RELEVANT. MAKE IT FRESH. MANAGE IT. MEASURE IT. (Intrepid Solutions, 2010, p.2)

These aspects are well covered in a simple guide for marketing educational products developed by Palmer (2007). The key guidelines are given below with my own interpretation of how P & B could work them out.

Define what you want it to be (make it fresh)

P & B wil de partner zijn van organisaties in het SD om hen te ondersteunen met hun veranderingsaanpak zodat zij in beweging komen en blijven in hun gekozen richting. Ook om medewerkers in het SD tools en inzichten te geven om hun professionele competenties te verrijken en verdiepen en deze toe te passen in de praktijk, en om de relevant gevolgen van de WMO effectief te integreren in hun werk.

P&B wil het eerste loket zijn voor het tegemoet komen aan leervragen en behoeften van professionals in het SD in allerlei leervormen/ trajecten. Of het nu gaat om verrijkte opleidingsmogelijkheden in hun eigen werkplek; of een programma dat leidt naar een erkende kwalificatie; of een elearning of zelfstandig module voor een specifieke vraag, is P & B een vertrouwd adres.

Chose the words (make it easy)

Hoge inhoudelijke kwaliteit gecombineerd met hoog leerrendement.

Leer benadering gericht op borging/duurzaamheid; innovatieve inzichten over actuele vraagstukken; ervaring met collaboratieve leerprocessen; grote hoeveelheid expertise in vele werkvelden, uitgedachte leervisie en leerbenaderingen; kwaliteitscontrole mechanismes.

Create visuals which support the positioning (make it fresh)



fig. 3 action learning from authentic cases from working with clients



fig. 4. co-creation, learning through interaction



fig. 5 e- learning from portals/platforms (<https://www.google.com/searchsource=workplace+learning>)

Know your position relative to your competitors

I leave this to P & B.

Choose the appropriate actions to communicate the 'brand' (manage it and measure it)

Add to the actions you already have by making clear to all staff that they need to get the message and pass on the message. Make an internal / external site that is attractive and follows these messages.

Be consistent in all communication, both external and internal

Om te zeker te zijn dat iedereen het hetzelfde muziek blad zingt, moet de kern aspecten helder zijn voor iedereen. Dat is inclusief de lectoren en alle docenten van SASS. See recommendations for specific ideas.

In particular, what are the unique elements of your provision?

Umbrella description first, then enough details to catch their interest. For example: P & B ensures high quality content + experience in effective learning processes for professionals both in novice and experienced positions. To deliver relevant professional development we offer tailored learning opportunities in our two prong provision (twee sporen aanbod)

Prong One : (Spoor Een) Tailored learning trajectories in organisations

Option 1 – a range of prepared training and workshops on a number of subjects: these are 80 to 90% P & B products however up to 20% is open for the personalisation of the product by the client.

(including a follow up task or tasks that the client sets for the staff members who attend the workshops/ training sessions. This follow-up ensures workplace embedding of the content and stimulates long-term behavioural change.)

Option 2- learning trajectories developed together with a client or clients. The contribution of P & B can be restricted to the way that internal expertise is delivered so that content is internalised and behavioural changes are sustainable.

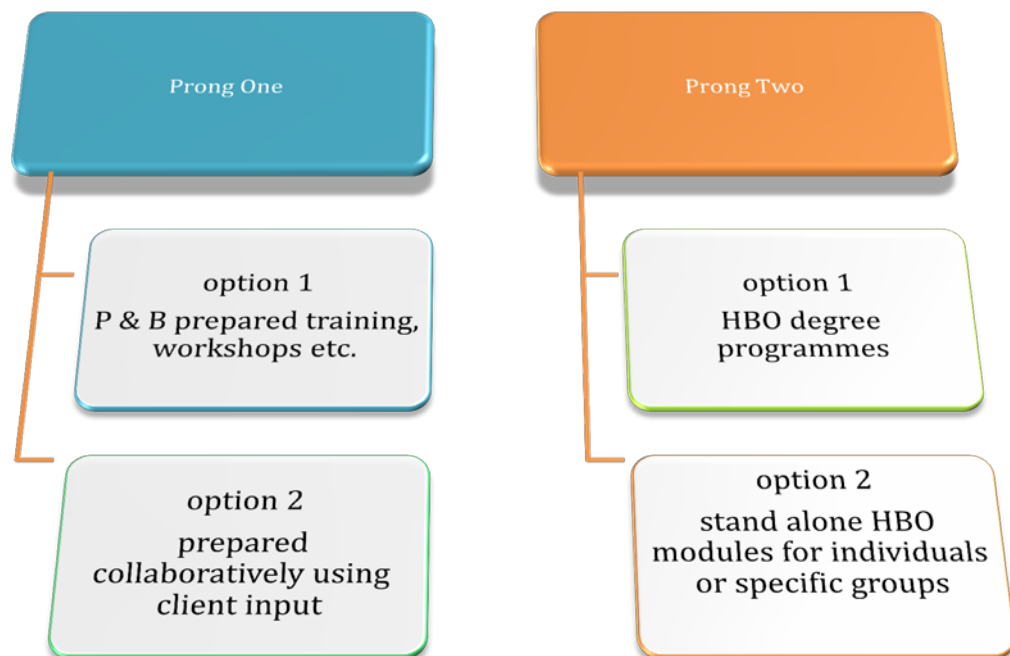
(including widening the variety of learning activities, establishing ways of tracking the learning effect etc.; it may also include adding content.)

Prong Two : (Spoor Twee) Choice of modules and programmes from Hanze UAS

Option 1 - a wide range of programmes leading to a HBO or post-HBO qualification.

(suitable for novices in your staff, or experienced staff who need to gain new qualifications). (MT use a guide like the contextualisation tool Appendix 3)

Option 2 – stand -alone modules, that professionals can take often they blend elearning with some face-to-face sessions.



inset 7. Suggested unique elements and P & B offer

Select emotional attributes as well / make clear what do you do well (make it relevant)

For example:

P&B is a trusted partner for the provision of professional learning in the social domain. We have been preparing future and current professionals to support the transition to a participation society for the last five years, with contributions from three lectoraten. We are experienced in many forms of learning opportunities, from informal workplace settings to formal degree programmes in multiple Social agogic disciplines.

Whether you want to take advantage of cutting edge insights from practice based research or need a sparring partner in enriching your own programmes or when individuals want to take full or part time HBO studies grounded in the region, we are able to provide what you need.

Our trainers are experienced in teaching degree programme modules in HBO but they have added skills to enable them to work as consultants and coaches close to professionals.

P & B consultants can also offer strategic support when you are steering your organisation away from a 'one size fits all /check list' approach to the learning needs of your staff to a more varied provision which pays attention to a range of professional challenges, in a structural and systematic approach to professional development.

We have developed our materials taking the combined best insights and practices from, social learning, communities of practice (team driven & navigated routes), workplace learning and change management for knowledge circulation. We make use of a very wide range of learning activities, in face-to-face settings, blended and e-learning platforms to offer you choices that suit your situation.

Contact us for a free conversation. We are eager to support you in reaching YOUR goals.

What resources do you have (measure it)

P & B can fill this in themselves. It is of course very important to keep track of costs and bring them into an analysis that includes longer term benefits. Breaking even is the first goal but in this competitive branch

Chose the relevant attributes and supporting facts (make it fresh, make it relevant)

Effectief en flexibel in aanpak omdat wij jaren ervaring hebben met leerprocessen van professionals in trajecten zowel intern en als extern.

Duurzaam, omdat wij een eigen werkplek-leren aanpak hebben ontwikkeld, waarin gerespecteerde theorieën en modellen zijn verwerkt en waarin onze eigen brede ervaring als HBO instelling is benut.

Collaboratief, omdat samenwerking ingebouwd is in opleidings-ontwikkel systemen binnen SASS. Wij werken vanuit theorieën van sociaal leren en team gestuurde leren (social constructivisme).

Betrouwbaar, omdat wij als onderwijsinstelling aan hoge kwaliteitseisen moeten voldoen en gewend zijn om onszelf steeds te verbeteren aan de hand van interne en externe feedback en evaluaties.

Innovatief in inzichten en rijk aan kennis omdat wij tappen uit de cutting edge kennis en inzichten van lectoraten, die met vele organisaties samenwerken over prangende vraagstukken, ook omdat wij resultaten van praktijk onderzoeken door (en met) studenten verzamelen. Deze komen overal tijdens stages en buigen zich over de meeste urgente ontwikkelingen. Bovendien omdat wij tientallen medewerkers hebben die in het sociale domein hebben gewerkt zelf en nu onderzoek en begeleiding doen in het dagelijks werkveld en deze inzichten weten te verwerken in goed onderwijs. Innovatie komt ook uit de wisseling van kennis en nieuwe inzichten van SASS staf onderling.

Concluding remarks

The research question given was to find out how to get a clear picture of the 'trainingsaanbod' across to the potential and existing clients. However as Palmer (2007) concludes, the marketing and communicating of messages about educational products can be very successful once you **know**:

- what the goals are; who the target audience is;
- what the brand positioning should be; and
- what the relevant attributes are and how they can be supported...

and once you **have**:

- the key words and messaging to support the positioning;
- the (appropriate) visual image of your 'brand'; and
- buy-in from your organization.

Thus it is not a question of making the supply more clearly to the clients (as the sponsors requested). As remarked on several occasions in this report it is how P & B **makes clear that it is capable of meeting the demand** that must come across in the first place. In fact, clearly listing products by themselves is not a successful marketing strategy. The messaging, and positioning of what P & B has to offer cannot be limited to 'whatever is available'. The messages and the positions taken must be dynamic, coherent and authentic. Every member of P & B must understand and internalise those messages and those positions and communicate them in energetic ways. (Suggestions on filling in Palmer's points have been given. More detailed suggestions are given in the recommendations, especially regarding the brochure and website.)

It is fair to say that P & B would do well to concentrate on Prong one offers. In other words, the stress should be on negotiation of interventions built in real time with the clients whenever possible. That does not mean starting from scratch. The core elements of tailored trajectories are 'tried & true' educational materials and activities but they are selected and adapted for each client in a fresh way. The dossiers of products from the lectoraten can play a helpful role here especially in ensuring the attribute of being '**Innovatief in inzichten en rijk aan kennis**'. What the products of the lectoraten also can provide are guidelines for the P & B trainers/ teachers to support workplace **learning as a process** in the organisation.

Consultation question 7

What advice can be given to the lectoraten on how to improve knowledge exchange and sharing as well as paths of communication between educational staff of the School and the members of the lectoraten? All of the respondents of SASS had something to say about communication and knowledge exchange (Segments A to E). Some comments from respondents are given. Regarding SASS teachers in Segments A, B, and D

"Die docenten die bij de lectoraten zijn, je hoort wel een iets op een vergadering maar hoe je ze kunt bereiken is niet duidelijk." A variation on this comment was expressed by more than one teacher developer from Segment D.

From a coördinator in the field: *"Hebben jullie dan geen smoelenboek?"* This was said out loud one time only but more teachers are not very aware of the physical location of the lectoraten. *"Waar zitten ze eigenlijk?"*

Several teachers who were not officially interviewed and, also the three who were, all expressed a confusion or indeed irritation at the difficulty of access to the products.

"Ik weet niet eens waar ik ze kan vinden."

When I mentioned that each lectorate was part of a knowledge centre (kenniscentrum) most teachers knew it was true but several did not know exactly which Centre each lectorate belonged to. Almost no one had looked up articles on the 'kennisbanken'. A few had looked on the HBO kennisbank or the

WMO werkplaats others did not even know where to find them. Two did not know where to find the kennisbanken on the intranet site of Hanze. I did not come across any examples of articles they found actually being used but as this were a very small number of respondents this result does not mean that other teacher-developers have not found their way to the kennisbanken on the intranet.

Two teachers in Segments B & D were positive about the idea of open consultation hours. Also two teachers asked not only to be able to find products of the lectoraten but also to be able to circulate their own products. *"Ik heb jaren geleden een goed moduul ontwikkeld dat nu in een la ligt."*
A teacher from P & B, Segment A, noted that innovative approaches and implications of the changes in the professional field are only circulated if one or two early adopters volunteer to take responsibility for spreading the new ideas. *"Waarom moest dat [workshop over iets nieuws MT] ons initiatief zijn? Het treft alle collega's toch? En er is weinig afstemming....af en toe onder de docenten maar er is meer behoefte....Soms wordt de inhoud van oude cursussen op nieuw ontwikkeld omdat de nieuwe ontwikkelaars weten niet wat er al ligt."*

The reactions of the teachers in Segment C were predictably more nuanced. They all have a foot in each camp. They develop and teach in the bachelor and master programmes and also are attached to a lectorate as researchers. The WMO kennisbank, the HBO kennisbank and the WMO werkplaats, had products that some of the respondents had made. These of course they used in their own teaching. One teacher of both Segments B and C related that she had brought relevant products to the attention of coordinators of the recalibration projects for years one and two. However, nothing was done with these products. Main points of these respondents were:

1. Everyone is well intentioned, the professors share their insights in presentations on team days; lectures are delivered by them in modules in the bachelor programme for example, on the t-shaped professional; they 'advertise' that there is much on offer in the WMO werkplaats including complete modules and on the HBO 'kennisbank' through their secretaries who make lists of products.
2. They tell the teachers in their own teams what they are working on and what is available at some team meetings.

This comment seems to confirm what another said *"Net als in veld moeten wij docenten meer ruimte nemen."*

A respondent from Segment B said; *"Wij willen aan de slag [met haar expert leerlijn MT]. Ik kijk naar een databank voor mijn onderwerp, niet zo veel naar die van het lectoraat. Wij willen uitwisseling garanderen door een 'kennis werkplaats' te maken voor ons onderwerp waar mensen in en uit vliegen en van elkaar leren."*

Analogous to her 'kenniswerkplaats' is the idea of a Social Work Learning Community:

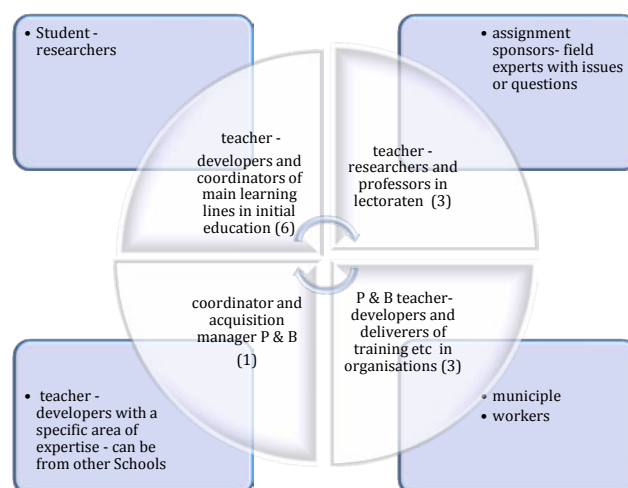


fig. 8 suggested members of the SASS SW learning community

The diagram above indicates who should be in the new learning community at SASS. How it can be created is another matter. One inspiring model was designed by Corrie Ehlen, who recently defended her dissertation on 'co-creation and innovation'. She developed a tool or instrument for organisations to use to guide them in setting up a successful community that includes, professions, educationalists and governmental agencies. She calls the the 3 Os 'onderwijs, ondernemers en overheid'. The core theory is that sustainable innovation is stimulated and supported in a positive way by social capital approaches such as networking. Bourdieu's theory of Social Capital was also an important aspect of Kessels and Smit's approach in The Learning Company so this approach will look familiar. She developed as tool a wheel with 4 dimensions, 12 mechanisms and 5 Factors (2014).

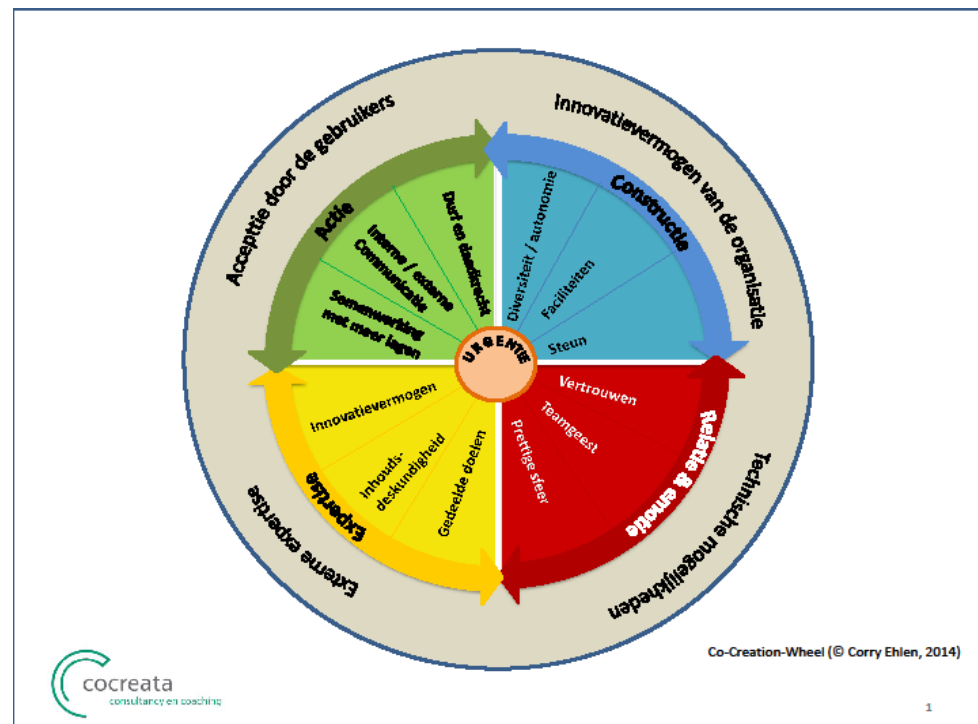


fig. 9 the 'co-creatie wiel'

While this wheel is rather intimidating at first sight, it is actually quite practical and could be an inspiration for the 'SW learning community'. (A short brochure in Dutch explaining the Wheel's elements will be provided on request.)

Advice is cheap to give and expensive to take. Some teachers have an attitude that drives them to finding sites, like the WMO werkplaats or the HBO kennisbank. Others (perhaps most) do not have the time. Also, the way that products are presented online leaves much to be desired. This especially the case for the sites on the Hanze intranet. The sites of the lectoraten will be discussed below in the recommendations. Is it the responsibility of the professors to reach out to the teachers who are not in their 'club'? Perhaps they could at least trigger a debate on this subject. Thus the first advice is for the lectoraten to take initiatives. Such as:

- Sending an occasional email to teachers with a hotlink or two to recent products (or the sites that have the products) which the lectoraten are proud of and find most relevant to the curricula.

- Producing a monthly newsletter in a lively style. This can be in hardcopy delivered to the letterboxes of staff. In both the newsletter and the email they should ask for questions, comments even criticisms and then publicly deal with those contributions. This would have the added effect of telling the professors what the teachers need for the curricula. The debate about the nature of the lectoraten in relation to the teachers could be held here. Maybe an 'Agony Aunt' column where teachers can write in about their problems with research or (lack of) contacts in the field, is a bridge too far but the idea of making a warm and friendly contact is not wrong and it is a low cost investment in time or money that could pay tangible dividends.

-A bi-monthly open consultation hour is also a good initiative but only after the staff is more aware of the lectoraten through the other means above. There has to be a promise of continuity and a genuine desire to build relationships. During one of these open hours professionals from the field who already have something they want to discuss could also be present.

-Another responsibility of the lectoraten is to revise their kennisbank pages on the intranet. These need to be more accessible. One suggestion, already discussed is to make one kennisbank for all three lectoraten associated with SASS. This does not mean that the kennisbanken within the 'knowledge circles' disappears. The SASS intranet pages would have a different structure and to some extent a different goal. The first aim would be to make it easy for teachers to access articles that are highly relevant to their own modules. The page would also be a boost to the developers and providers of extramural professionalization interventions. More details will be given in the recommendations.

-One or two of the teacher – researchers of the lectoraten could be allocated hours to act as ambassadors. They could use the hours at their own discretion but would need to justify their decisions in relation to predefined goals.

-Perhaps the professors could ask professors of other lectoraten both inside and outside the Hanze to hear what steps others have taken. After this investigation they could devise a communication plan. The following advice is of course not only for the lectoraten but also for P & B and the educational managers of the curricula. It consists of the outlines of a learning community.

As figure 8 shows, it would be possible to create a Social Work Learning Community based on the ideas of social capital and co-creation aimed at sustainable innovation for social work practices.

First circle

The core group of the community (the inner circle quadrants) would consist of 13 members :

- * the manager of P & B

- * 3 members from the staff of P & B (could rotate)

- * 6 initial education teachers; 4 of whom are coordinators from the most significant learning lines (I would suggest Healthy Ageing, Youth, Community development, and Rehabilitation but others can decide on this) and 2 are teacher-developers from the overarching lines of Research and Language/Internationalisation (not all 6 would have to come to every meeting)

- * 3 teacher-researchers, one from each lectorate and whenever possible a professor (could rotate)

This group of 13 who are to act as representatives of the groups they are associated with would meet every 6 weeks at least. Their agenda points need to come from the 'constituents' who they represent. That is, they need to ask others in their own groups what they would like to share or what puzzles or problems they would like help with and they would be required to spread or pass on what the community came up with.

Second circle

Four more groups would take part on occasion. Their numbers are not important.

- *Members of the professional field who could offer important information or insights or have specific requests or questions, could be invited at the invitation (and cost) of the 3 lectoraten. They could often be sponsors of student graduation research projects.

- *students involved in research projects of the lectoraten

- *when the learning community wants to learn about a specific area, a teacher who is known to be knowledgeable about it can be invited to the core group meetings – core members can invite teachers from other Schools for a specific discussion

- *when issues relating to municipal policies come up in the core group, counterparts or partners who work in the municipality can be invited

Concluding remarks

The challenges of knowledge circulation are well known to organisations, public and private. Therefore it is no surprise that a new entity in an organisation, such as a lectorate with its many goals, (such as the need to establish a reputation and to build a network in the wider community) has not yet worked out the best ways to structurally maintain dynamic internal communication. However all intermural stakeholders were in agreement that this situation does need to change. P & B needs the insights of the professors and their researchers, the curricula developers expressed some frustration about (the difficulties of) sharing knowledge with the lectoraten.

Several suggestions have been made in advising the lectoraten on how to structurally change communication. I asked at the start of question 7 if it is the responsibility of the professors to improve the communication flow. If the answer is yes, then the steps set out, such as organising the redesign of a kennisbank page, the allocation of hours to teacher-researchers to act more as ambassadors, the newsletter, open consultation hours and active support for a learning community could lead to a breakthrough in a situation that is in need of improvement.

Section 4. General Conclusions

Since many conclusions have been drawn after the findings for research and consultation questions in Section three only general conclusions will be given here.

The first conclusion concerns the aim of identifying the products and prioritizing them according to the educational demands of clients in the field and of teachers of the SASS educational programmes. The research has shown that many products found on the intranet kennisbanken, the HBO kennisbank and the WMO werkplaats, were not suitable to be adapted. However there were still almost 200 products that could be considered for adaptation. These products have been organised in an inventory. In order to establish priorities it was necessary to identify the learning needs of the clients in the field and the needs of teachers internally. The learning needs list developed during the research into a profile that was used for the basis of interviews.

These profiles were interesting for respondents. They recognised the needs and almost always had their own interpretation of what a particular need meant for them. This they were happy to discuss the products were clustered by topic in table 4 and a rough indications of which of those topics were most interesting to clients was given in table 5. Priorities of learning needs were given in insets 4 and 5. Looking at the priorities of needs next to the topics of products showed that there were some common topics but also that there were needs for which the lectoraten have no products to offer. Also some of the products that the lectoraten do have did not appear to be very interesting to most clients. It was found that the intramural needs differ to some extent from the extramural but there is much overlap. The differences are more a matter of the level of complexity. Initial education requires more basic knowledge input than organisations in the field. In organisations staff members already have basic knowledge of many areas and also have access to in-house experts. These differences are enlightening. They can help the lectoraten to focus more on areas or topics for which there is a need and to make two variants of clustered products one for initial education and one for organisations in the field.

Another conclusion deals with the aim of demonstrating which skills the teachers need to have and to identify steps necessary to adapt the products for external clients of P & B. The skills needed by teachers who develop materials and learning trajectories (also called training or interventions) have been identified first by taking a list of the competencies of the 'new professional' and adapting them to a profile of the 'new teacher-developer'. The main skills are to be able to tailor material to the levels of experience that professionals have and to not act like teachers in a school setting. Most professionals already have a good deal of knowledge and what they need most is coaching and support is readjusting their mind-sets and attitudes. One important finding was that P & B staff does sometimes still refer to training and schooling when a focus on learning and professionalization are more attractive to clients. These terms also indicate that change in attitude and vision, which recognises the workplace as a place of learning. Ideas for how to tap into informal learning are offered.

Certain steps needed to adapt materials have been suggested. Some of these worth repeating are to use a communicative approach that allows the clients to be involved in the development of trajectories. Also there is a need to create half-products in the form of dossiers as well as prototypes thereby combining a pragmatic approach along with the communicative one. This is needed to be sure that the interventions are result oriented and not mostly talking sessions. Several tools and models are provided for example the 8-field model of Kessels & Smit and a contextualisation tool. Suggestions were made concerning elearning, which was found to be in an immature state at P & B.

Concerning how to circulate knowledge between the lectoraten and the teaching staff of SASS, conclusions were reached and discussed in answer to question 7. There many suggestions were given. The main one is to establish a learning community and to facilitate it with an allocation of hours for up to 13 staff members. It was also stressed that these 13 should be allowed to decide for themselves how they want to arrange their community as long as they can justify what their structures and organisation will be. This community will ensure sustainable changes in knowledge circulation. Several other suggestions are made that focus on the professors being proactive in reaching out to teachers. An example was the holding of open consultation hours.

Het moet nadrukkelijk gezegd worden dat niemand in de interviews twijfelde aan de goede bedoelingen van de lectoraten. Maar er was toch een niet mis te verstane behoefte aan meer structurele uitwisseling. Vandaar dat er een vrij lange lijst met acties richting lectoren (en docenten in hun kenniskringen) staan in antwoord op vraag 7.

Finally, regarding question 6, advice was given on ways to adjust P & B on marketing and communications strategies in relation to the products of the lectoraten. It was concluded there that the communication of products can easily lead to a supply side strategy while a demand side strategy is more in line with what clients find helpful to them. The way to improve the branding of P & B is offered using a model from educational marketing. It stresses being consistent, having strong characteristics and even emotional terms that make the products attractive and dynamic.

Aanbevelingen

Aanbeveling voor Lectoren, Hoofd P & B & Educatieve Managers

-Zorg voor een SASS SW leergemeenschap zoals beschreven in antwoord op vraag 7. Geef uren en middelen aan docent-onderzoekers om als ambassadeurs te functioneren in hun teams; aan de kern ontwikkelaar-docenten van leerlijnen; aan leden van P & B. Vraag deze gemeenschap om nieuwe ideeën te circuleren, laat aan hen over hoe ze dat doen.

Aanbeveling voor de lectoren en/of hun kenniskring docenten

Lectoren moeten *"Ervoor zorgen dat de ontwikkelde kennis doorwerkt in het (opleidings)curriculum van de hogescholen"* (Kwekkeboom 2009, p.9).

-Maak een aantal dossiers als tussenproducten (met misschien 4 tot 6 artikelen of andere producten per dossier) op basis van de clusters in tabel 4. Een stuk of 5 dossiers is waarschijnlijk voldoende. Een dossier zou kunnen gaan over jeugdproblematiek en social safety, een over de t-shaped professional, een over WMO/ decentralisatie parallel processen gericht op kanteling binnen organisaties, een voor Healthy Ageing, en een over nieuwe professionele attitudes met empowerment voor allen als onderdeel (dit zijn natuurlijk maar suggesties). Zorg dat elk dossier wordt voorzien van een introductie om duidelijke te maken wat de producten te bieden hebben voor leersituaties. Maak suggesties voor leervormen die bij de artikelen of andere producten passen. Als het kan, voorzie het dossier van een paar trigger vragen voor discussies en misschien zelfs een paar toets vragen. Denk erom dat de dossiers eventueel in een elearning platform moeten kunnen staan. De dossiers zijn bedoeld als ondersteuning voor a) het initiële onderwijs en b) de P & B buiten dienst. Voor het initiële onderwijs kunnen er suggesties zijn voor een specifiek jaar of voor een leerlijn of voor beiden.

-Vind een student uit Communicatie studies die een nieuwe gezamenlijke SASS Kennisbank-pagina op intranet maakt met de meest belovende objecten gevonden in de inventaris. De student kan beginnen met de clusters op tabel 4 en meer informatie halen per product uit de inventaris in de Appendix. De SASS Kennisbank pagina moet de onderwerpen en archief nummers aangeven zoals vermeld in de lijst, maar ook een één regel beschrijving van elk product en zo mogelijk een hot link geven naar het daadwerkelijke product. Dit kan een afstudeer project zijn voor die student, dus moet iemand een afstudeer opdracht schrijven en verantwoordelijkheid nemen voor het begeleiden van de student. Laat die student uitzoeken of de kennisbank uitgebreid kan worden met degelijke educatieve materialen van docenten die verloren dreigen te gaan zoals een moduul over diversiteit of musisch-agogische aanpakken.

-Als een docent komt met vragen naar een lector, is het aan te raden dat die lector tijd vindt voor de vraag. Door een open consultatie-uur te houden, zoals aanbevolen in antwoord op vraag 7, worden de communicatielijnen een stuk korter. Ook de overige suggesties bij vraag 7 dienen besproken te worden door de 3 lectoren onderling om tot een aanpak te komen voor verbeterde communicatie en kennis uitwisseling.

-Ontwikkel een instrument om leerprocessen binnen de werkplek te ondersteunen. Een onderdeel hiervan is het maken van soort draaiboek voor het expliciteren van aannames en voor het aangeven van stappen in het proces. Benoem een kleine groep om dit te schrijven (misschien Desiree, Ria, Jitske, Joke, Marion met Louis in de leiding en in overleg met Lies) (Causal maps, van Louis, waardoor managers meer inzicht krijgen in de gevolgen van groen/blauw karakter van hun organisaties, zijn een onderdeel van dit instrument.)

-Lectoren dienen nadrukkelijker te aanwezig zijn in de Masters' programma's, door zelf modules te geven of in ieder geval regelmatig gast colleges te geven en door Master afstudeer onderzoek te faciliteren.

-De lectoren (en managers) moeten een debat organiseren met docenten over de rol van de lectoren in relatie tot hen. Luister naar hun wensen en wees transparant wat je als lectoren en als managers denkt te gaan doen.

Aanbevelingen voor P & B docenten

-In alle gevallen, wees vraaggericht als het enigszins mogelijk is. Denk aan een set standaard vragen zoals: *"Wat is de stand van zaken (waar liggen de meeste kansen en valkuilen)? Wat zouden ze willen? Waar zouden wij naartoe willen (in overleg met hen)?"* (communicatie met L. K.). Neem je voor om altijd met deze vragen te werk te gaan. (Zie ook bij het antwoord op vraag 5 The professional who asks questions).

-Leg de nadruk op leren i.p.v. training. Gebruik de bronnen die hier zijn aangegeven en ook bronnen die in het verleden effectief bleken i.p.v. van de termen 'nascholing' en 'bijscholing' – gebruik termen als: professionalisering of ondersteuning van professioneel leren of ondersteuning van het verbeteren van professionele competenties. Doe dit consequent in alle gesprekken en in alle digitale en gedrukte materialen. I.p.v. 'deficiënties', gebruik een frase als kwaliteitsverhoging. Positief zijn in houding en aanpak moet een tweede natuur zijn. Wees heel voorzichtig met een 'schoolse' manier van doen.

-Denk aan het 'gezamenlijk zelf kantelen' door eigen casussen te schrijven en actie of handelingsonderzoek te doen in een intervisie-achtige sfeer.

-Maak een eigen 'draaiboek' met een consistente en communicatieve aanpak en ontwikkel prototypen die de kern vormen van verschillende leertrajecten.

Aanbevelingen voor P & B management

-Maak een P & B bibliotheek met inspirerende, toegankelijke en handige boeken, artikelen, Dvd's etc. (Denk aan *Het Groot Werkvorm Boek*). Een P & B ontwikkelkamer zou de uitwisseling van ervaringen zeer bevorderen. De manager en administratieve ondersteuner zouden ook in die kamer kunnen zitten.

-Begin met het faciliteren/ ontwikkelen van een elearning platform, misschien samen met SJD en Gezondheidsstudies – ga ook naar organisaties die al succes boeken met zulke platforms of portals (VNN bijvoorbeeld) om de succes factoren en valkuilen te identificeren.

-Denk erover om aan te schuiven bij een bestaand elearning club waar niet alleen educatieve instellingen inzitten maar ook professionele (b.v. bij een digitale Academie voor het sociale domein waarvan op dit moment 38 instellingen lid zijn).

-Geef de P & B 'trainers' tijd en middelen om zelf te professionaliseren in 'workplace learning' en in het coaching van professionals. Een goed begin zou zijn om een leesclub te vormen bijvoorbeeld voor het lezen en bespreken van belangrijke bronnen zoals Kessels & Smit. Een veldbezoek aan hun 'Learning Company' in Utrecht is een aanrader. 'Shadowing' van expert-ontwikkelaars van professionele leertrajecten is ook zeer aan te raden. Verder zie suggesties in antwoord op vraag 5.

-Herschrijf de brochure (details worden mondeling toegelicht).

Aanbevelingen voor educatieve managers van de curricula samen met P & B

-Maak een smoelenboek. In dat boek kan (niet moet) iedere docent op vrijwillige basis, zichzelf presenteren met kennis gebieden waar hij/ zij trots op is en de door hem of haar zelf ontwikkelende producten. Verder moet de docent daar aangeven op welke gebieden anderen een beroep op hem/haar kunnen doen. Alle P & B stafleden moeten het smoelenboek paraat hebben. En ook lectoren zouden het boek moeten actief gebruiken.

-Geef ontwikkelaars de ruimte en de middelen om prototypen te maken van modules, workshops of andere soorten van training met kerninhoud voor 4 of 5 van de meest interessante onderwerpen. De dossiers kunnen hier een onderdeel van zijn. De prototypen vormen de basis (van 40 tot 65%?) van een module, training of programma. Zij worden verder ontwikkeld a) voor het initiële onderwijs of b) voor een trainingsaanbod in de buiten dienst.

-Geef docenten de kans om ook te 'kantelen', door meer ruimte te nemen voor horizontale overleg bij het uitvoeren van hun taken en om meer eigen keuzes te maken ook als die afwijken van bestaande protocollen. Faciliteer hun zoektocht naar de producten van de lectoraten.

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Appendix 1- descriptions of contexts of sponsors

Sponsors A: The lectoraten in context

A major change in the policies and practices of higher education institutions is the establishment of the lectoraten in 2001.

The lectoraten have four main goals or tasks. Kwekkeboom states that one of these four is:

Ervoor zorgen dat de ontwikkelde kennis doorwerkt in het curriculum van de hogescholen.
(Kwekkeboom, 2009, p.9).

How the lectoraten should flesh out this goal (along with the other three) is discussed in many publications. An advice of the Onderwijsraad was an important one. But there are many articles on their duties by professors themselves.

One noted role is that of applied science researcher who can bind issues of practices in the field to educational programmes by interpreting what those mean for teachers and students. In a foreword to a collection of articles about results of applied research by lectoraten, Doelke Terpstra, at that time head of the HBO Raad, implies that these outcomes can have an important influence simultaneously on educational programmes and operational practices by interpreting research results concerning pressing issues for both:

De voorliggende bundel geeft een mooi voorbeeld van de manier waarop lectoren in het hbo reageren op actuele ontwikkelingen en deze kunnen interpreteren in termen van beroepspraktijk en beroepsopleiding. (2009, p.3).

This seems to mean that the main position for lectoraten in terms of the curricula is to provide insights and knowledge of current difficult issues, trends, models and themes based on the research of the professors, their chosen teaching staff members and their support and supervision of applied science research projects of, and sometimes with, students. They appear not to be expected to regularly produce ready-made educational activities, such as workshops or courses although this does occasionally occur.

The three professors of the research assignment at SASS are deeply involved in gaining knowledge and insights in regard to the paradigmatic shift towards the participation society and the decentralisation to municipal responsibility for care. They have multiple roles as investigators, and bridge builders and advisors including, but not restricted to, working with disciplinary experts, policy makers, professionals in active service in order to make discoveries and to build and disseminate knowledge on the cutting edge of practices which will contribute to innovation in professional practice. They also contribute to the curricula of SASS. However, how they do this is not sharply specified in their remit, leaving room for interpretation.

Up to the present time, both of the professor-sponsors of the current assignment have themselves given many workshops and guest lectures intramurally to staff and students. Further, the lectoraten regularly broadcast findings and announce initiatives to all members of SASS staff. They contribute to professional development of staff by having teachers in their research / knowledge circles. They also supervise bachelor and Master students' research and chair meetings of these students with professionals who have given students a research assignment so that results and advice can be shared and discussed. At least one lector has supported teachers in his knowledge circle to develop an entire module that can be offered to professionals in the field. Such modules are offered by a numbers of lectoraten nation-wide at a digital WMO workplace.

All lectoraten have a knowledge-bank on the Hanze intranet which any teacher or student can consult. The knowledge banks are found in under the intranet sites of the 'kenniscentra'. In other words, in order to find a particular lectorate's knowledge bank one must know which kenniscentrum the lectorate belongs to.

For the purpose of comparison it is useful to look of the contribution of a lectorate to a curriculum outside of SASS. Den Hartog and Cusveller have written about their approach for a lectorate in Health Science studies at another UAS. They adapted an intervention cycle from the 1960's so that teachers and students could use it in framing applied research, from problem diagnosis to evaluation (2013, see diagram p. 13). How the teachers and students incorporate the applied research activities into programmes, whether for example there should be stand-alone courses or assignments integrated in modules, are not considered by the lectorate nor is it clear whether it must be or even should be incorporated.

Apparently, it is not Den Hartog and Cusveller's remit to be 'hands on' in their involvement with the curriculum. They position themselves as the experts who support and stimulate students and teachers in the conducting and implementing of research activities in the first place through offering specialised knowledge of health science issues (in a knowledge centre) and through supervision based on their model. As the authors conclude:

De lectoraten hebben (vaak) hun eigen onderzoekslijnen, maar laten in toenemende mate zien dat ze zich specialiseren om het onderwijs te ondersteunen op het gebied van de uitvoer van praktijkonderzoek. Juist de lectoraten kunnen kennisinnovatie en -implementatie door praktijkonderzoek op effectieve wijze begeleiden en vormgeven door hun expertise. Zij zijn bij uitstek geschikt om zich te profileren als dynamische kenniscentra! (2013, p.19)

The request by the lectoraten associated with SASS for identification and advice on how to adapt or convert their products, anchoring them more firmly in the curricula, should be seen in the light of this example which demonstrates the wide differences in interpretation of the nature of a lectorate's contribution.

The sponsors demonstrate by this assignment that they feel a need to improve circulation of knowledge between members of their knowledge circles and the developers of a) educational activities at SASS and b) developers of interventions in the professional social domain. Up to this time there have been no structural approaches to communication and sharing on a regular basis.

It is interesting to note that the professor of the third lectorate did not sponsor the research, although the other sponsors asked for her lectorate's products to be included in the inventory. The reason for the refusal is only known to the professor in question but some indications of a reason will be shown.

Sponsors B: P & B in context

This sponsor's request for ideas and advice must be seen as a way to strengthen a new educational provision as SASS, that of offering learning / training interventions such as short courses or a series of workshops to professionals in the social care domain. Contracts can range from less than six participants to training for hundreds of employees of a large organisation. It is only stating the obvious to say that the content of such interventions must be highly up-to-date and relevant to the professional learners. Also the way in which the interventions are carried out must be sensitive to workplace climates and cultures, suitable for a variety of adults with a great deal of knowledge, experience and attitudes who are furthermore pressured by the changes already described in their fields of operation.

P & B was established as result of a nation-wide policy to offer private clients fee paying forms of professional development. It is also derived from the aim of national governmental policies to eventually stop subsidising (bekostiging) part time bachelor degree programmes in HBO. One reason for this is that enrolment of part time students, those in work generally coming to the HBO for on-site lessons once a week, has been in decline for years. This downward trend is considered irreversible although enrolment of part time students for Masters degrees and programmes leading to a professional qualification such as associate degrees, are going up.

P & B is a hybrid team. It not only acquires external clients, for whom it develops and carries interventions for a fee, it also provides the part time curriculum of SPH and MWD for bachelor and master degree programmes. A number of teachers have the dual role of teaching in the internal part time programmes and conducting the extramural interventions. A very few members of staff work exclusively on the extramural side, one as the manager/acquisition officer of the external provisions, another is an administrator. It is in the interest of this team that sharing of insights, ideas and possible solutions to challenges derived from the lectoraten takes place regularly so that lines of communication are as short as possible since the contribution of the professors who are after all intensely involved with the field are crucial to the success of these extramural ventures. This sponsor expressed the expectation that the researcher might be able to identify the resources and costs needed to adapt/convert/incorporate products.

Sponsors C: Initial education/ curricula of SPH and MWD in context

The intramural curricula -managers who have sponsored this assignment have many of the same challenges as managers of staff of social care service organisations are facing. Higher professional/vocational educational programmes often appear in the literature in the same sentence as professional workplaces for social care services. The quotation of Terpstra above is just one example of how, in terms of the impact and implications for implementation of consequences of the WMO, the 'beroepspraktijk' and 'beroepsopleidingen' are regarded as much the same.

It goes without saying that in spite of the linking in literature the reality is different. Educational programmes can must and do provide opportunities to gain knowledge about, and explore issues, regarding professional practice in social care. Educational programmes also provide chances to practice skills, develop effective attitudes, including the capacity to reflect on their practice and ultimately obtain, at entry level, the professional competences needed in the social care professions. As organisations HBO institutions are still top down and control driven. They have not made the paradigm themselves.

Still, it must not be forgotten that students are not yet operating professionals in most cases, certainly not in the full time studies. Even part time students at both bachelor and master level are not working in the kinds of professional capacities that require the competencies aimed for. Many are still operating on a day to day basis that is closer to (or is indeed on) a middle level vocational worker (MBO). Precisely the forms of professional development needed for operating and experienced professionals would not give students a basis to grow upon.

In addition, no one would dispute that higher education must not only prepare students to have skills to meet the immediate challenges such as the transition in social services and care within organisations but must also teach them to be applied science researchers, something few current social workers can or ever do undertake in the field. This does not address the requirement of higher education to prepare all students of all subjects and professions to be not only professionals but also global citizens.

The changes taking place in the field are reflected in the recalibration of competences on a national level. It is in the interest of these sponsors that the products of lectoraten can be used in relation to these competences. Since research is one of these the role of the lectoraten in educational activities to train students in how to conduct and evaluate research as seen in the example of Den Hartog and Cusveller is important.

However, there are other concerns. One is the approach to enriching, enhancing or revising curricula. The role of the lectoraten in the approach to reform is, as we have not seen, not set out in protocols, or agreed procedures. Teacher-developers who work directly under these sponsors can be inspired or facilitated (fed) by the products of the lectoraten but up to now the process has been uneven, rather hit or miss. It is likely that highly useful material developed by lectoraten was not discovered by a teacher who was enhancing an aspect of the curriculum in the past. These sponsors want reassurance that the benefits of research in the field find their place in the curricula on a more regular basis than in the past.

Appendix 2 the Inventory

Inventaris Arbeidsparticipatie

| Archief code | Auteur(s) Titel gegevens | Thema's Sleutel termen | Methoden/ Modellen/ interventies/ Good practices | jaar | Type product | locatie |
|--------------|---|--|---|------|--------------------------------|----------|
| AP1 | Polstra & Koning In the black box.. | Activeringsbeleid | | 2008 | Congres bijlage Engels | Kk kB |
| AP3 | Polstra Wet laat jongeren in de steek | Jeugdbeleid werkgelegenheid | | 2009 | Krant artikel | Kk kB |
| AP4 | Polstra On track a Groningen model | Data warehouse uitkeringsgerechtigden | Archiefvering method voor werkeloos jongeren | 2009 | Artikel in bundle Engels | Kk kB |
| AP5 | Polstra & Kok Bemoeienissen van uit een SD | Gemeentelijke diensten aanpakken uitkeringstrekkers Discussie stuk | | 2009 | Artikel | Kk kB |
| AP6 | Polstra & van Houten Werken aan perspectief participatie door sociale activering | Activering beleid Wet werken en bijstand, werkgelegenheid sociale zekerheid | | 2010 | Hoofdstuk uit bundel | Kk kB |
| AP7 | De Jonge, Jongsma, Louis, Polstra, Schilperoort, & Schout | instrumentalisering van de ggz t.a.v. kennisagenda 'Psychische gezondheid, een maatschappelijk belang | | 2010 | Artikel | Kk Kb |
| AP8 | Polstra Op weg naar een beroeps ethiek klanten managers | Opinie stuk klantmanagers werkzoekenden Gemeentelijke diensten HA | | 2010 | | Kk Kb |
| AP9 | Polstra, Oldenhuis- De Jong Als je niet zoekt vind je niks | Aanpak werkzoekenden uit perspectief klant Discussie | | 2010 | Artikel | Kk kb |
| AP10 | Lieshout, van Polstra Christis, Emans | Beleid t.a.v. werkzoekende en klanten managers v | | 2010 | Artikel in het Engels | Kk kb |

| | | | | | | |
|--------------|---|--|---|------|--|--------------------------------|
| | Management of labour: societal and managerial perspectives | | | | | |
| AP11 | Polstra Laveren tussen belangen | Werkeloosheidsbeleid | Experimentele aanpakken Voor klanten managers | 2011 | Onderzoek srapport RAAK | Kk kb HBO KB OA 27 |
| AP13 | Oldenhuis & Polstra Work together on work or?? | Werkgevers / SD samenwerking | | 2011 | enquête Onderzoek srapport onder werkgevers | Kk kb |
| AP14 | Rothfusz and the Dutch Caribbean Werkeloos jongeren in Aruba / Antillen | Civil disobedience Crimineel gedrag diversiteit | | 2012 | Engels Artikel | Kk kb |
| AP15 | Rothfusz Hanging around in suburbia | Diversiteit | Interventies voor werkeloze Antilliaanse jongeren in Groningen | 2012 | Engels Artikel | Kk kb |
| AP16 | Polstra De standard voor volwassenheid klanten managers | Competenties klanten managers | | 2013 | Artikel voor beroeps tijdschrift | Kk kb |
| AP 17 | Polstra Ganzenbordspel: De 4 werelden van klanten managers | Klantmanagement ondernemerschap HA, professional knowledge Gemeentelijke diensten | | 2013 | Artikel voor beroeps tijdschrift | Kk kb, HBOKB OA 15 |
| AP 18 | De Jong, Bruiningen, Polstra Koers inclusief: Zo doe je dat in de praktijk | HA participatie diversiteit | Praktijk - aanpak Voor inclusiviteit | 2014 | boek | HBO KB OA 12 |
| AP19 | Polstra, Kessel, Glasbergen | Groepsgewijze aanpak Kritisch stuk | | 2014 | Artikel Vak | Kk |

| | | | | | | |
|------------------------------|---|---|---------------------|------|---------------------------------|-----------------------------|
| | Groepsaankpak klanten van Gemeentelijke diensten | | | | tijdschrift | kb |
| AP20 | Iersel , van Cultuur kloof samen overbruggen | Kritische beschouwing culturele verschillen | S | | Artikel Vak tijdschrift | Kk kb |
| AP21 | Polstra, van Engergizing labour | Activeringsbeleid ,werkgelegenheid HA ondernemerschap | beroepspraktij k | 2014 | Intern Onderzoek srapport | Kk kb HBO KB OA 53 |
| AP22 | Polstra , SD..grijp je kans Aanpak werkeloosheid Gemeentelijke diensten | HA participatie duurzame samenleving | beroepspraktij k | 2014 | Artikel vak tijdschrift | HBO KB OA 13 |
| AP23 | Polstra Basis inkomen slecht idee Werk zekerheid beter | Basisinkomen Werkgelegenheid, Healthy ageing = HA | | | Artikel vak tijdschrift | HBO KB AO 61 |
| AP24 | De Jong, Bruining, Polstra koers inclusief: zo doe je dat in de praktijk | Participatie duurzame samenleving Groningen stad, HA | | | Artikel vak tijdschrift | HO KB |
| AP25 | Rothfusz and now they call us all criminal | Diversiteit crimineel gedrag | | | Bijdrage aan periodiek | HBO KB |
| AP26 | Polstra Vanschoren, Berkel,van, Emmerik Verbindend vakmanschap | Beroepspraktijk – gemeenten overhead , diensten Re-integratie HA | | | Rapport | HBO KB |
| AP27 Zie AP 6 | Houten, van & Polstra werken aan perspectief | Activeringsbeleid, Wet werken en bijstand, werkgelegenheid sociale zekerheid | | 2012 | Hoofdstuk in bundel | HBO KB 8 |
| AP28 | Engelsman, Rotfusz, Verschuren Stampot mous met gemengde wortels | Diversiteit Groningen stad | | 2012 | Boek | HBO KB OA9 |

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|-------------|---|--|--|------|--|-----------------------|
| AP29 | Polstra< Kessel, Glasbergen Bescherming person gegevens ...2 | Re-integratie Gemeentelijke diensten, privacy HA | | 2014 | Bijdrage aan periodiek | HBO KB OA 11 |
| AP30 | Lange & Velterop HA @ work? | HA, | | 2013 | Congres bijdrage | HBO KB |
| AP31 | Veltrop Wanting ≠ getting | Unemployment elderly HA | Beroepspraktij k werkgelegen heid | 2014 | Congres Bijdrage Engels | HBO KB |
| AP32 | Veltrop Gezond zonder werk? | Unemployment elderly HA | Beroepspraktij k werkgelegen heid | 2014 | Congres bijdrage | HBO KB |
| AP33 | Veltrop A study on the impact of work motivation and job search behaviour on reemployment among the unemployed aged 45 and older | Unemployment elderly HA | Beroepspraktij k werkgelegen heid | 2014 | Congress Bijdrage/ onderzoeks rapport | HBO KB |
| AP34 | Polstra de standaard voor vak- volwassenheid van klantmanagers | | | 2008 | rapport | HBO KB OA7 |
| AP35 | Polstra werk aan eigen werk | HA, Gemeentelijke diensten, klantmanagers vakmanschap | | 2014 | bijdrage aan vaktijdschri ft | HBO KB OA 14 |
| AP36 | Polstra, Borninkhof, Zwart – stapvoorwaart s in de professionalise ring van re- integratiesecto r | re-integratie, klantmanagers, professionalisering | | 2014 | Bijdrage in periodiek | HBO KB OA 26 |
| AP37 | Polstra | HA | | 2014 | rapport | HBO KB |

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|-------------|---|--|---|------|---|--------------------|
| | samen voor vakmanschap | Gemeentelijke diensten onderwijs | | | | OA 50 |
| AP38 | Polstra Labour & Health | HA, Ondernemerschap Employment labour market | | | boekdeel Engels | HBO KB OA 54 |
| AP39 | Lieshout & Polstra Epilogue | Ondernemerschap employment labour market | | 2014 | boekdeel | HBO KB OA 55 |
| AP40 | Klok-Postema human capital in beeld | HA, HRM, | | | Rapport in het Engels | HBO KB OA 56 |
| AP41 | Doorenbal, Kassenber, Wekker, Polstra Ervaringskenn is en dilemma's van professionals in preventief en omgevingsgeri cht werken met ouders en kinderen | RAAK publiek project Preventief en omgevingsgericht werken | methode gericht op ervarings deskundigheid jongeren | 2015 | Rapport intern | HBO KB OA 62 |
| AP42 | De Jong, Jonsma, Lohuis, Schilpoort, Polstra, Schout naar een andere kennisagenda voor de ggz | samenwerking in het kader van kennisbeleid . | convenant tussen ggz Nederland, ZonMW en het Trimbos- instituut met de intentie | 2010 | bijdrage aan periodiek | HBO KB OA 65 |
| AP43 | Polstra & Glasbergen De SJDer als klantmanger opgeleid binnen een werkleeratelier | Klantmanager | | 2014 | Bijdrage aan boek SJD en de Nieuwe Kwetsbaar heid | KC KB |
| AP44 | Polstra Vanschoren Berkel & Emmerik – Ongedeeld verbindend vakmanschap | Integratiepraktijken – verhogen effectiviteit professionele handelen | | 2014 | Samen met: Fontys Hogeschole n USBO Universiteit Utrecht TNO | Kk kb |

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|-------------|--------------------------------------|-------------------|--|------|---|--------------|
| AP45 | Polstra CJG, wat kun je ermee? | Preventief werken | | 2015 | Eenmalige uitgave in ' Stap naar voren, preventief en omgevings gericht werken binnen het CJG | Kk Kb |
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TABEL B Inventaris Integraal Jeugdbeleid

| Archief code | Auteur(s) Titel gegevens | Thema's/trends Sleutel termen | Methoden/ Models interventies Good practices | Jaar | Type Product | locatie |
|-------------------------|--|---|---|-------------|-------------------------|----------------|
| IJB1 | Harpman, Doornebal, Geert Turbulentie in interactive | Peer Interactie LVB leerlingen met gedragsproblemen | | 2006 | Interne product | Kk kb |
| IJB2 | Singer, Doornebal Learning morality | Peer interactie -Peer conflict onder leerlingen | | 2006 | Artikel | Kk kb |
| IJB3 | Berg, van den Definitie ouderbetrokke nheid | Ouderbetrokkenheid | | 2007 | Literatuur studie | Kk kb |
| IJB4 | Berg, v/d Verslag bezoek Conneticut | School vergelijking met USA | | 2007 | Interne rapport | Kk kb |
| IJB5 | Berg, v/d Notitie Sociaal team | Sociaal team | | 2007 | Interne pub | Kk kb |
| IJB6 | Doornebal De brede school | Brede school | | 2007 | Artikel | Kk kb |
| IJB7 | Doornebal, Hollewand, Schaaf, v/d Studulsk Vegt, v/d & | | | | | Kk kb |

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|--------------|--|----------------------------------|-------------------------------|------|---------------------------|----------|
| | Jepma, | | | | | |
| IJB8 | Pels & Doornenbal het gezin bestaat niet | Familie studie | | 2007 | Interne studie | Kk kb |
| IJB9 | Van Essen, Doornenbal Minke van Essen | Carrier studie docent | | 2007 | Artikel in boek | Kk kb |
| IJB10 | Doornenbal Ploegen & bouwen | Brede school | | 2007 | Interne | Kk kb |
| IJB11 | Poolman Projectplan versterk binnen de gemeente Groningen | | | | Studie van project plan | Kk kb |
| IJB13 | Berg, Scaaf v/d ouders betrokkenheid in de brede school | Brede school/ | | 2008 | Interne literatuur studie | Kk kb |
| IJB15 | Bijstra / Doornenbal Relaties met leeftijdgenoten | Peer interactie | Ontwikkelings- psychologie | 2008 | Hoofdstuk in boek | Kk kb |
| IJB16 | Doornenbal mythe van het maakbare kind | | Ontwikkelings psychologie | 2008 | Artikel in boek | Kk kb |
| IJB17 | Doornenbal | Integraal jeugdbeleid | | 2008 | Artikel in bundel | Kk kb |
| IJB19 | Doorneenbal & Jonger RENN4 in haar omgeving | Integraal keten onderwijs | | 2008 | Intern stuk | Kk kb |
| IJB20 | Doornenbal & Reitsma samenleving lijdt als kinderen... | Inclusieve aanpak voor kinderen | | 2008 | Krant artikel | Kk kb |
| IJB21 | Doornebal & Poolman | Brede school | | 2008 | Artikel In bundel | Kk kb |
| | | | | | | |
| IJB22 | Lugthart, & Poolman, | Inclusief onderwijs nulmeting | | 2008 | | Kk kb |
| IJB23 | Lugthart, & | Inclusief onderwijs | | 2008 | | Kk |

| | | | | | | |
|---------------|--|---|--|------|---|-------|
| | Poolman, | nulmeting | | | | kb |
| IJB24 | Jansen & Poolman | Inclusief onderwijs nulmeting | | 2008 | | Kk kb |
| IJB 25 | Schnieders CJG in zicht | | | 2008 | Onderzoeks rapport intern | Kk kb |
| IJB26 | Blok & Hollewand Tussenrapport age combinatiefunctionarissen | | | 2009 | Bijdrage Sport afdeling gemeente Emmen | Kk kb |
| IJB27 | Doornenbal Pedagogische kernwaarden en leidraden | Advies aan scholen over beleid | | 2009 | Advies rapport | Kk kb |
| IJB28 | Doornenbal Innoveren vanuit een pedagogisch concept | Pedagogisch innovatie | | 2009 | Kennis en onderzoek Artikel in bundel | Kk kb |
| IJB29 | Doornenbal Ouders zijn gemakzuchtig ... | School system verandering | | 2009 | Opinie column website ministerie J en G | Kk kb |
| IJB30 | Hollewand Ruimte.. voor BETA | Innovatie in primaire onderwijs | | 2009 | Intern onderzoeks rapport | Kk kb |
| IJB31 | Landman Studie route jeugd | Studie route jeugd SPH/ MWD | | 2009 | intern | Kk kb |
| IJB32 | Reitsma organisatie leiderschap in de brede school | Brede school | | 2009 | Vaktijdschrift? | Kk kb |
| IJB33 | Schnieders & Bruggeman Gent & Groningen wisselen uit... | Transnationale samenwerking tussen gemeenten over Jeugdbeleid | | 2009 | Vlaanderen publicatie | Kk kb |
| IJB34 | Wiekens Interprofessionele handelingen | Brede Venster School | | 2009 | intern | Kk kb |
| IJB35 | Doornenbal Brede school veilig eiland?... | Brede school | | 2010 | Hoofdstuk in bundel wetenschap | Kk kb |

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|--------------|--|--|----------------------------------|------|---------------------------|----------|
| | | | | | pelijk | |
| IJB36 | –Van den Bosch, van, Drost, Bijstra, & Strijker, Leerlingen met gedragsproblemen in regulair en speciaal onderwijs | Gedragsproblemen onder jongeren | | 2010 | Wetenschappelijke artikel | Kk kb |
| IJB37 | Briedé, P., Bijstra, J.O. & Nijland, M Indicatie stelling . | | Interventie : indicatie stellen | 2010 | Vak tijdschrift | Kk kb |
| IJB38 | Couperus, & Poolman, VVE is goed ... | | Aanpak kwaliteitsverbetering | 2010 | Vak tijdschrift | Kk kb |
| IJB39 | Doornenbal Andere tijden | Opinie stuk voortgang schoolrooster | | 2010 | Vak tijdschrift | Kk kb |
| IJB40 | Doorenebal Pedagogische Kracht in de Wijk | Rapport over een 3 jaar project in de Korrewegwijk de De Hoogte Indische buurt | Interventie: PK aanpak in wijken | 2010 | Vak tijdschrift | Kk kb |
| IJB41 | Doornenbal Nieuwe tijden voor jonge kinderen | ? leer aanpak jonge kinderen | | 2010 | Vak tijdschrift | Kk kb |
| IJB42 | Doornenbal | Opvoed debat | | 2010 | Filmpje ministerie J & G | Kk kb |
| IJB43 | Velsink BSO kinderen eigen meningen | BSO kinderen | | 2010 | Vak tijdschrift | Kk kb |
| IJB44 | Doornenbal De brede school veilig eiland of? | Brede school | | 2011 | Hoofdstuk in een bundel | Kk kb |
| IJB45 | Doornenbal Triple – S | Brede School | | 2011 | website | Kk kb |
| IJB46 | Harten op zoek naar meester met X | Leraren primaire onderwijs | | 2011 | Vak tijdschrift | Kk kb |
| IJB47 | Kielema, Bijstra, Nienhuis, & Bulthuis. Onderwijsvoorziening voor LVG+ | LVG jongeren met gedragsproblemen – | | 2011 | artikel | Kk kb |

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|--------------|--|---|---|------|-----------------------------|----------|
| IJB48 | Schaaf, Vrij, Berenst, Doornenbal, & Glopper, Interactie in twee buitenschoolse opvang | Peer Interactie in buiten schoolse opvang | | 2011 | | Kk kb |
| IJB49 | Bijstra Het vraag profile instrument | | Profile instrument | 2011 | Hoofdstuk in bundel | Kk kb |
| IJB50 | Doornenbal Triple S | Brede school | | 2011 | ECO3 bundel opstellen | Kk kb |
| IJB51 | Doornenbal het school gebouw als pedagoog | Gebouwen / Kindercentrum | | 2011 | Hoofdstuk in bundel | Kk kb |
| IJB52 | Doornenbal kinderen..profi jt ander gebouw | Gebouwen/ kinder centrum | | 2011 | Korte stuk in bundel | Kk kb |
| IJB53 | Bijstra TA in de klas | | Transactionele analyse | 2011 | intern | Kk kb |
| IJB54 | Leijenaar, Visser- Bochane, De Wit, , Luinge, Taalexpert. | | Orthopedagog iek theorie & praktijk van interventies | 2011 | Artikel | Kk kb |
| IJB55 | Doornenbal Opgroeien doe je maar 1 keer | Kindercentrum | | 2011 | Artikel | Kk kb |
| IJB56 | Doornenbal,, Oenen, van & Pols, Werken aan de brede school (red.) | Brede school | | 2011 | Boek | Kk kb |
| IJB57 | Bijstra & Doornenbal kwetsbare kinderen in de brede school | Brede school | | 2012 | Hoofdstuk in boek | Kk kb |
| IJB58 | Bijstra, Kunnen Maar hoe komen wij nu | | Orthopedagog ische interventies | 2012 | artikel | Kk kb |

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|--------------|---|---------------------------|------------------------------------|------|---|-----------|
| | precies te weten waarom, hoe, wanneer en voor wie ... | | | | | |
| IJB59 | Bijstra, Kunnen, & Pioch Veranderende zorgaanbod | | Zorgaanbod special onderwijs | 2012 | artikel | Kk kb |
| IJB60 | Doornenbal brede school veilig omgeving? | Brede school | | 2012 | Hoofdstuk in bundel | Kk kb |
| IJB61 | Poolman taalachterstan d | Taalachterstand | | 2012 | onderzoeks rapport | Kk kb |
| IJB62 | Fraiquin, , Geveke, Steenderen, van, Jurriens, Klop, Veenker, Spee, M., Weijgeart, v/d & Barthel, | | Inspirerend leren | 2012 | Wetenscha psknooppu nt | Kk kb |
| IJB63 | Schaaf, v/ d, Berenst, Doornenbal,& De Glopper, Communicatie ve activiteiten in de buitenschoolse opvang, een veldverkenning | Peer Interactie | | 2012 | Onderzoeks Rapport Artikel in bundel | Kk kb |
| IJB64 | Schaaf, v/d Socialisatie in peer interactie | Peer interactieve | | 2012 | Onderzoeks rapport | Kk kb |
| IJB65 | Schaaf, v/d Socialisatie in peer interactie | Peer interactie | | 2012 | Congres bijdrage | Kk kb |
| IJB66 | Doornenbal In IKC dat staat al een huis | Gebouwen kindercentrum | | 2013 | Digital artikel | Kk kb |
| IJB67 | Scaaf v/d Berenst | interactie | | 2014 | artikel in het Engels | HBO KB |

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|--------------|--|-------------------------------|--------------------------|------|------------------------|-------------|
| | negotiating play in after school centres | | | | | open access |
| IJB68 | Geveke gender differences in the 'orion' program | | kritiek op een programma | 2012 | congres bijlage Engels | HBO KB |
| IJB69 | Schnieders, Doornenbal Jeugd transitie in het sociale domain | civiel society | | 2013 | congres bijdrage | HBO KB |
| IJB70 | Doorenebal de pedagogische civil society en de brede school | brede school / civili society | | 2013 | congres bijdrage | HBO KB |
| IJB71 | Doorenebal opvoeden tussen zekerheid en onzekerheid | civil society | | 2014 | artikel in periodiek | HBO KB |
| IJB72 | Boer, de Integrale kindercentra opmars | kindercentra | | 2013 | artikel in periodiek | HBO kb |
| IJB73 | Doornenbal, Kassenberg, Veenker Talenvol opgroeien | jeugdbeleid | | 2014 | boek | HBO KB |
| | | | | | | |
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TABEL C Inventaris Rehabilitatie

| Archief code | Auteur(s)/titel gegevens | Thema's. Trends, Sleutel termen | Method(en)/ Model/ interventies Good practices | Jaar | Type product | locatie |
|---------------------|----------------------------------|--|---|-------------|-------------------------|----------------|
| Re1 | Henkens, Korevaar, Zorg om zorg | HA | | 2004 | Bijdrage vaktijdschrift | KK KB |
| Re2 | Marsman herkenning van gezichten | | | 2004 | Bijdrage vaktijdschrift | KK KB |
| Re3 | Boog, Korevaar | Actieonderzoek rehabilitatie | | 2005 | Hoofdstuk in bundel | KK KB |

| | | | | | | |
|-------------|---|--|--------------------|------|---------------------------------|----------|
| Re4 | Venderink, Veldt, der, Ende, v/d Dulleminde Ondesteuning behoeften | Ouders met psychiatrische beperking | | 2005 | Bijdrage vaktijdschri ft | KK KB |
| Re5 | Marsman & de Jong Van bondgenoot naar reisgenoot | Maatschappelijke opvang RIBW | | 2005 | Onderzoeks rapport intern | KK KB |
| Re7 | Korevaar & Ende v/d invoering van | psychiatrische rehabilitatie ZW Friesland | | 2005 | Onderzoeks rapport intern | KK KB |
| Re8 | Korevaar Rehabilitatie door educatie | Begeleid leren | | 2005 | Onderzoeks rapport intern | KK KB |
| Re9 | Korevaar Rehabilitatie een ontroductie | Rehabilitatie – beschrijving van | | 2006 | Hoofdstuk in boek | KK KB |
| Re10 | Ende, v/d, Asdonck & Korevaar een ondersteuning sgroep voor studenten met... | Begeleid leren | | 2006 | Bijdrage vaktijdschri ft | KK KB |
| Re11 | Boonsma Gewoon doen | Functioneringsgerichte Rehabilitatie | | 2007 | intern opstel | KK KB |
| Re12 | Boonsma | Functioneringsgerichte Rehabilitatie in ouders psychiatrie | | 2007 | bijdrage in boek | KK KB |
| Re13 | Boonsma & Visser Gewoon doen | Functioneringsgerichte Rehabilitatie | | 2007 | artikel in periodiek | KK KB |
| Re15 | Ende v/d tussen meting | | IRB in ZW Fries | 2007 | intern | KK KB |
| Re16 | De Jong & Verbeek studieren met autism aan de HHO | begeleid leren | | 2007 | intern | KK KB |
| Re17 | Ende v/d Venderrink de ouderrol... | ouders in rehabilitatie | | 2007 | bijdrage in boek | KK KB |

| | | | | | | |
|--|---|-------------------------------------|-----------------------------|------|------------------------------|----------|
| Re18 | Ende v/d Venderink de ouderrol in individueel | ouders in rehabilitatie | | 2007 | bijdrage in boek | KK KB |
| Re19 | Korevaar Rehabilitatie: mens in beeld | rehabilitatie | | 2007 | boek | KK KB |
| Re20 Zie Re 19 | Korevaar | introductie | | 2007 | bijdrage inboek | KK KB |
| Re21 zie Re5/ Re 19 | De Jong, Marsman< Roeters Van bondgenoot naar reisgenoot | | | 2007 | bijdrage in Re 19 | KK KB |
| Re22 zie Re19 | Veen opleiding tot | Ervaringsdeskundigheid | | 2007 | bijdrage in boek | KK KB |
| Re23 | Veen - Psychosocial Rehabilitation coming of age in a globalized world. | Psychosocial Rehabilitation | | 2007 | artikel in periodiek | KK KB |
| Re25 | Boevink, Mijn moeizame weg van stoornis naar samenhang. | | rehabilitatie benadering | 2008 | artikel in vaktijdschrift | KK KB |
| Re26 | Boevink, empowerment constructie en validatie | | Empowerment benadering | 2008 | intern rapport | KK KB |
| Re27 | Boevink, Kroon, Giesen ... conceptuele verkenning van het begrip empowerment van mensen met psychische handicaps. | | Empowerment benadering | 2008 | bijdrage in periodiek | KK KB |
| Re28 | Korevaar & Droes | basic approach to rehabilitation | | 2008 | Handbook in English | KK KB |

| | | | | | | |
|------------------------------|--|--|--|------|---------------------------------|----------|
| | Eds. Handbook rehabilitation for health and welfare | | | | | |
| Re29 zie 28 | Korevaar en Droes Rehab and recovery | recovery | | 2008 | artikel in het handboek | KK KB |
| Re30 Zie Re28 | Korevaar, Dores & Wek | position of rehabilitation in the welfare system | | 2008 | artikel in het handboek | KK KB |
| Re31 zie Re28 | Korevaar en Droes | partnerships in rehab | | 2008 | artikel in het handboek | KK KB |
| Re32 zie Re28 | Korevaar, Luijten, Droes individualized approach | | indivduele benadering van rehab | 2008 | artikel in het handboek | KK KB |
| Re33 zie Re28 | Korevaar, Michon, Weeghel vocational rehab & the individualized approach | | indivduele benadering van rehab | 2008 | artikel in het handboek | KK KB |
| Re34 zie Re28 | Korevaar, Bassant, supported education for rehab | | pedagogische benadering van rehab | 2008 | artikel in het handboek | KK KB |
| Re35 zie Re28 | Korevaar & Zijlstra rehab for the homeless | daklozen zorg | | 2008 | artikel in het handbook | KK KB |
| Re36 | Korevaar & Bassant supported Ed. in the Netherlands | begeleid leren | | 2008 | bijdrage in vak- jaarboek | KK KB |
| Re37 | Korevaar supported educatin through education of ... | begeleid leren . participatie in de samenleving | | 2008 | congres bijdrage Engels | KK KB |
| Re38 | Korevaar to tell or not to te | privacy psychiatrische beperkingen | | 2008 | congres bijdrage Engels | KK KB |

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|-------------|---|--|--|------|--|----------|
| Re39 | Ende v/d, Bussbach, Korevaar developing a rehad intervention... | | interventie voor ouders met psychiatrische beperkingen | 2008 | bijdrage in periodiek aangebode n | KK KB |
| Re40 | Lndman- Peeters, Ende v.d, Korevaar, Implementatie Rehabilitatie, evaluatie onderzoek | | individuele rehabilitatie GGz ZW Fries | 2008 | onderzoek intern | KK KB |
| Re41 | Ende v/d, Venderink behoefteonder zoek, en rehabilitatie- methodiek | | Rehabilitatie- methodiek | | onderzoek intern | KK KB |
| Re42 | Boevink Lijbsbehoud | rehabilitatie | | 2009 | bijdrage boek | KK KB |
| Re43 | Ende v/d, ouders met psycho - beperking | | ouders met psycho - beperking | | boek bespreking | KK KB |
| Re44 | Korevaar, Emmens, Meulen v/d, Incorporating Psychosocial Rehabilitation Education | Onderwijs Psychosocial Rehabilitation curricula of the School of Nursing at the Hanze University Groningen, the Netherlands | | 2009 | boekbespre king | KK KB |
| Re45 | Timmer, herstel en ervaringsdesk undigheid.. | ervaringsdeskundigheid | | 2009 | boekje | KK KB |
| RE46 | Meulen, Emmens, v.d, op weg naar een woning van eigen keuze | daklozen zorg | | 2009 | bijdrage tijdschrift | KK KB |
| Re48 | Venderink, Busschbach, Ende, v/d, parenting with success and satisfaction | | interventie ouders met psycho- beperkingen | 2010 | artikel in tijdschrift | KK KB |

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|-------------|--|--|---|------|---|-----------------------|
| | | | | | | |
| Re49 | Wiersma, Busschbach, Ende, v/d, | | interventie ouders met psycho- beperkingen | 2010 | aangebode n vaktijdschri ft | KK KB |
| Re50 | Boonsma, Vos, Timmer, Korevaar, ervaringsdesk undige als coach | | coaching ervaringsdesk undige | 2011 | Haalbaarhe idsstudie intern | KK KB |
| Re51 | Bos v.d, site is bedoeld voor middelbare scholieren | | | | Zie www.kennislinc.nl/publicaties/ex-verslaafden-worden-gezien-als-gevaarlijk | KK KB |
| Re52 | Emmens, | | | | Movisie | KK KB |
| Re53 | Ende, v.d, Busschbach, Wiersma,& Korevaar, | | interventie ouders met psycho- beperkingen | 2011 | bijdrage tijdschrift | KK KB |
| Re54 | Kroes, Onderzoeks rapport | | WMO praktijk Tynaarlo | 2011 | | KK KB |
| Re55 | <i>Bloemhof, en Garlich, Move Well, Feel Better.</i> | HA | actie onderzoek - onderwijs module | 2012 | module gericht op ontspannin g en beweging | KK KB |
| Re56 | <i>Bloemhof, en Garlich, Move Well, Feel Better.</i> | HA | onderwijs module | 2012 | | KK KB |
| Re57 | Wester & Korevaar Eindrapport | Wmo-werkplaats Groningen-Drenthe | | 2012 | eind rapport intern | KK KB |
| Re58 | Zijlstra, Meyer, Hanzen Zorg voor participatie | zorg in participatie samenleving | Beroeps- praktijk verstandelijke en visuele gehandicapten | 2015 | artikel in periodiek | HBO KB OA 45 |

| | | | | | | |
|-------------|---|---|--|------|--|-----------------------|
| Re59 | Wester WMO en de professional | HA, WMO, WNS Samenwerking | | | congres bijdrage | HBO KB OA |
| Re60 | Hoekstra, Alingh, Schans, Hettinga, Duijff, Dekker, Lucas v/d , 'ReSpAct' Design of a stimulation programme | Ha, rehab, lifestyle, health promotion | | 2014 | artikel in periodiek in het Engels | HBO KB OA 39 |
| Re61 | Wester, Heer- Winderrink, Boonstra, Ambulantise- ren in de BW | ambulantisering Wmo HA AWBZ | | 2014 | bijdrage vak tijdschrift | OA 55 |
| Re62 | Kroes, Kuik, Gademan, Witte, verschelling Het gesprek in 2015 | Gemeentelijke overheid GDs participatie | | 2014 | Onderwijs module http://www. .wmowerk plaatsen.nl/ het- gesprek- 2015 | OA 63/54 |
| Re63 | Ende, v/d, Nicholson, Busschbach van, Korevaar, Weeghel parenting and pschiatric rehabilitation | ouders met psycho- beperkingen | | 2014 | artikel in vaktijdschri- ft | HBO KB OA 34 |
| Re64 | Ende v/d, Busschbach, van Korevaar, Wiersma- ouders met ernstige psychische aandoeningen | ouders met psycho- beperkingen epidemiologische gegevens | | 2011 | artikel in vaktijdschri- ft | HBO KB OA 32 |
| Re65 | Wester, Sturing in de Wmo-praktijk | Ha, sturing , Wmo, GDs | | 2012 | rapport | HBO KB OA 30 |

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|-------------|---|---|--|-----------|---|-----------------------|
| Re66 | Ende, v/d, Nicholson, Busschbach van, Korevaar, Weeghel parenting and Psyco- rehab | HA, parenting, Psychiatrisch- bedenadering | nieuwe benadering voor ouders met entische psycho- beperkingen | 2014 | artikel in periodiek | HBO KB OA 4 |
| Re67 | Wester Sturing in de WMO-praktijk | | | 2013 | boek / onderwijsm odule zie Re 74 | HBO KB OA 1 |
| Re68 | Kroes Workshop samenwerken in het kader van de wmo | WMO, HA | workshop | 2013 | Congres bijdrage | HBO KB OA 6 |
| Re69 | Ende v/d, Dalsum, Doeze, Korevaar kinderen van ouders met psychische problemen kijken terug op jeugdervaringe n | ouders met psycho- beperkingen jeugd | | 2015 | bijdrage aan periodiek | OA 65 |
| Re70 | Korevaar handboek Begeleid leren | begeleid leren | | 2015 | Boek | OA 69 |
| Re71 | Korevaar Zelfredzaam en Samenred- zaam Eigen kracht herkennen, erkennen, benutten en ondersteunen | HA Rehab Empowerment | | ? 2015 | Lessen reeks http://www. .wmowerk plaatsen.nl/ zelfredzaa m-en- samenredza am | WMO Werkpla ats |
| Re72 | Kroes, Resultaat gericht Samenwerken | Samenwerken | | 2012 | http://www. .wmowerk plaatsen.nl/ resultaatger icht- samenwerk en | WMO werkpla ats |
| Re73 | Bos, & Meulen Omgaan met | | | 2012 | http://www. .wmowerk | WMO werkpla |

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|-------------|--|-------------------------------------|--|------|--|----------------|
| | burgers met een psychiatrische achtergrond of verstandelijke beperking | | | | plaatsen.nl/omgaan-met-burgers-met-een-psychiatrische-achtergrond-verstandelijke-beperking | ats |
| Re74 | Wester Sturing gemeenten onder de WMO | Gevolgen WMO Gemeentelijke Diensten | | 2012 | http://www.wmowerkplaatsen.nl/sturing-gemeenten-onder-de-wmo | WMO werkplaats |
| | | | | | | |

Appendix 3 Contextualisation instrument, (tool) Pre-intervention preparation step.

(based on Trowler in Bamber et al, (2009 p. 144 -146; Knight (2001, p. 377) and Eraut (2004, p. 256)

1. Describe the key elements of the existing programme or intervention

- Aims & Goals
- Intended outcomes (when applicable & agreed)
- Design (process and structures)
- Types of assessment, evaluation or monitoring
- Activities
- Tools and resources

2. Profile the local context in which the intervention will be used

Consider elements in the learning environment - not all need to be filled in

- Main tasks (History behind tasks; Long term / short term; Individual /group)
- Current challenges / issues of concern or interest ; Level of urgency
- Incentives
- Interactions (who does what in what way... how often... Frequency of contacts; communication flows; physical proximity ; Types of interactions)
- Discourses
- Practices (including traditions, routines, taken-for-granted understandings etc. systems like)
- Patterns of Power (who carries responsibility for what? Style of leadership)
- Resources (tools, funding , technologies and artefacts, workload and other work conditions)
- Roles of members (if applicable)
- Values/ ideologies (if discoverable)
- Key facilitating factors
- Key potential obstacles

3. Predict possible paths of implementation: Identify ways the programme might be refracted or domesticated in this context

Try to imagine from the perspective of the people working in this context how they might 'bend' the programme's path to suit their needs and interests. What would they spend more energy on? What might they skip over

4. Identify changes to the programme to make it a better fit with the environment

(alternatively or in addition: consider the possibility of changing the environment towards a better fit with the programme

Appendix 4 Clustering competenties MWD & SPH

Concretisering naar clustering voor MWD:

Taakgebied 1: Directe en indirecte hulp- en dienstverlening

Kerntaak: Werken met en namens cliënten.

1. De maatschappelijk werker legt contact met de cliënt of het cliënt systeem en streeft naar samenwerkingsrelatie met de cliënt, ook in situaties die gekenmerkt zijn door drang of dwang en/of waarin culturele diversiteit en interculturele communicatie een rol spelen.
2. De maatschappelijk werker maakt, op basis van de aard van de vraag een hulp of -dienstverleningsplan in samenspraak met de cliënt, verantwoordt dit plan op toegankelijke wijze voor betrokkenen en spreekt daarmee de ontwikkelingsmogelijkheden van de cliënt aan
3. De maatschappelijk werker werkt op methodische en reflectieve wijze, werkt resultaatgericht en verleent hulp en diensten volgens een breed spectrum van methodische benaderingen
4. De maatschappelijk werker kan verwijzen naar netwerkpartners, evalueert en sluit af.

Kerntaak: Werken voor cliënten en potentiële cliënten

5. De maatschappelijk werker signaleert probleemveroorzakende of probleemversterkende factoren in de maatschappelijke context (van cliënt, cliëntsysteem) zoals wetten, regels, voorzieningen, situaties die voor bepaalde groepen in de samenleving nadelig werken en handelt gericht op cliënt, cliëntsysteem en/of samenleving.

Taakgebied 2 Werken in en vanuit een arbeidsomgeving

Kerntaak: Werken in de eigen instelling of organisatie

6. De maatschappelijk werker voert taken uit, in en vanuit een organisatie en levert vanuit 'maatschappelijk werk' perspectief een bijdrage aan de uitvoering en ontwikkeling van missie, beleid, doelstellingen en cultuur
7. De maatschappelijk werker initieert intercollegiaal overleg en werkt in teamverband
8. De maatschappelijk werker werkt volgens het kwaliteitssysteem van de organisatie, levert een bijdrage aan de beheersmatige aspecten ervan en is zich bewust van financiële afrekening en verantwoording

Kerntaak: Werken in externe samenwerkingsverbanden

9. De maatschappelijk werker draagt de in het beroep vigerende waarden en normen uit.
10. De maatschappelijk werker organiseert en coördineert multidisciplinair overleg, voert de werkzaamheden uit die daaruit voortvloeien, kan samenwerken met andere professionals en vrijwilligers begeleiden
11. De maatschappelijk werker kan het beroep maatschappelijk werk profileren en zijn taakuitvoering vanuit het beroepsmatig werken verantwoorden.

Taakgebied 3 Werken aan professionaliteit en professionalisering (van 5 naar 4 competenties)

Kerntaak: Zichzelf ontwikkelen in het beroep

12. De maatschappelijk werker reflecteert op het eigen handelen en stuurt de eigen competentieontwikkeling.
13. De maatschappelijk werker handelt:
 - a. Normatief-ethisch volgens de grondslagen van het beroep
 - b. Ondernemend en innovatief

Kerntaak: Bijdragen aan de ontwikkeling van het beroep

14. De maatschappelijk werker hanteert de beroepscode; hij kan omgaan met ethische dilemma's
15. De maatschappelijk werker draagt bij aan innovatie en de ontwikkeling van het beroep c.q. de opleiding

Graduate qualities/ competencies SPH - From the educational regulations 2015 2016 (OER)

Segment 1 Hulpverlening aan en ten behoeve van cliënten

1. Methodisch hulpverleners

In dialoog met de cliënt, cliëntsysteem en eventueel met andere hulpverleners de leefsituatie verkennen en analyseren om zo te komen tot het (her)formuleren van de hulpvragen, het vaststellen van doelen en een daarbij aansluitend methodisch hulpverleningsaanbod realiseren, evalueren en bijstellen.

2. Ontwerpen van programma's

Programma's voor hulpverlening ontwerpen in situaties die gekenmerkt worden door complexiteit en diversiteit. Het present-zijn is hierbij uitgangspunt, desgewenst wordt een muzisch-agogisch, innovatieve en creatieve handelswijze gehanteerd.

3. Versterken van de cliënt

Vanuit visie op volwaardig burgerschap met een cliënt en cliëntsysteem werken aan het ontwikkelen en in stand houden van competenties. In de competentieontwikkeling wordt uitgegaan van de kracht van de cliënt, rekening houdend met de eisen die de omgeving stelt. Hierbij zijn de volgende aandachtsgebieden van belang:

- het functioneren in de leefsituatie;
- zelfredzaamheid, zelfzorg en gezondheid;
- het ontwikkelen van perspectief en zingeving;
- het vormgeven van sociale netwerken en het ontwikkelen en onderhouden van betekenisvolle relaties;
- het voor de cliënt zo optimaal mogelijk participeren in de maatschappij;
- het beïnvloeden van de omgeving en zonodig inschakelen van andere deskundigen.

16. 4. Hanteren van de relatie

Communicatieve vaardigheden hanteren in complexe situaties, waarbij de waarden, normen en belangen van de cliënt, het cliëntsysteem en de omgeving divers en strijdig kunnen zijn. Professionele nabijheid, durf en creativiteit worden ingezet om de relatie met de cliënt op te bouwen, te hanteren en te beëindigen.

5. Benutten van de context

Hulpverleners binnen een context van diversiteit en deze zodanig hanteren dat recht gedaan wordt aan de eigenheid van de cliënt en zijn levensbeschouwelijke, culturele, maatschappelijke en sociale achtergrond. Dit kunnen situaties zijn die zich kenmerken door onvoorspelbaarheid en dwang en drang.

6. Verantwoorden van handelen

Het beroepshandelen rapporteren, verantwoorden en legitimeren met gebruikmaking van theoretische (evidence-based, best-practices en desgewenst onorthodoxe methoden), ethische, maatschappelijke en juridische kaders.

Segment 2 Het werken binnen en vanuit een hulpverleningsorganisatie

7. Professioneel samenwerken

Aansluitend bij het instellingsbeleid en herkenbaar als sociaal pedagogisch hulpverlener samenwerken in het kader van hulpverlening met:

- collega's,
- vrijwilligers,
- vertegenwoordigers van andere disciplines en organisaties,
- vertegenwoordigers van cliënten- en belangenorganisaties

en zich daarbij positioneren als initiatiefrijk vertegenwoordiger van de eigen organisatie gericht op samenwerkingsmogelijkheden en ketenafspraken.

8. Signaleren en initiëren

Signaleren van kwetsbare groepen en (maatschappelijke) risicofactoren, deze bij relevante partijen met visie en vakmanschap onder de aandacht brengen en de daarbij passende preventieve activiteiten initiëren.

9. Organiseren en beheren

Zelfstandig een op resultaat gerichte bijdrage leveren aan organisatie en beheer op het gebied van:

- planning van inzet van mensen en middelen,
- projectmanagement,
- kwaliteitszorg (systemen),
- financiën,
- verantwoording en rapportage,
- de inzet van ICT.

10. Sturen

Leiding en begeleiding geven aan collega's, andere beroepsbeoefenaren, vrijwilligers en mantelzorgers, verantwoordelijkheid nemen voor de kwaliteit van de organisatie en bouwen aan het instellingsbeleid.

11. Innoveren

Vanuit een (internationaal) geïnspireerde visie op instellingsbeleid en -methodiek een bijdrage leveren aan onderzoek, ontwikkeling en innovatie van hulpverlening, die leidt tot een in de praktijk haalbare verbetering daarvan.

Segment 3 Het werken aan professionalisering

12. Kritisch reflecteren

Kritisch reflecteren op eigen beroepsmatig handelen en beroepshouding, gericht op de persoonlijke ontwikkeling als beroepsbeoefenaar in relatie tot normatieve kaders.

13. Profileren en legitimeren

Het beroep van de SPH'er definiëren, profileren en legitimeren en daarmee een bijdrage leveren aan de identiteit en ontwikkeling van het beroep.

14. Professionaliseren

De eigen deskundigheid blijvend ontwikkelen en de eigen loopbaan bewust vormgeven.

15. Onderzoeken

Een bijdrage leveren aan de ontwikkeling van beroep en beroepsmethodiek met gebruik van wetenschappelijk onderzoek en praktijkgericht onderzoek.

End Notes

End Note 1. Original assignment : Onderzoeksopdracht 'van lectoraat naar privaat en initieel'

De opdracht is te onderzoeken welke producten - die zijn ontwikkeld door de drie lectoraten die verbonden zijn aan Sociale Studies - geschikt zijn om aan te bieden aan het werkveld en ons initiële onderwijs binnen SASS. Het is een onderzoek dat gezamenlijk wordt gedragen door de lectoraten van Lies Korevaar en Louis Polstra, door MWD/SPH en door Professionals en Bedrijven SASS.

Deelopdrachten

1. Inventariseer in de drie lectoraten (Rehabilitatie, Participatie en Jeugd) die aan Sociale Studies zijn verbonden de producten die in de lectoraten zijn ontwikkeld die mogelijk omgezet kunnen worden naar:
 - a. een privaat scholingsaanbod in het sociale domein;
 - b. het initiële onderwijs (voltijd en deeltijd).
2. Breng in kaart naar welke producten van de lectoraten vraag is in:
 - a. het werkveld;
 - b. het initiële onderwijs (voltijd en deeltijd).
3. Geef aan welke producten het beste aangeboden kunnen worden door:
 - a. P&B;
 - b. het initiële onderwijs (voltijd en Deeltijd).
4. Geef aan wat er moet gebeuren om de producten geschikt te maken voor:
 - a. privaat aanbod door P&B;
 - b. het initiële onderwijs (voltijd en deeltijd).
5. Geef aan over welke expertise (kennis, attitude en vaardigheden) trainers/docenten moet beschikken om:
 - a. het trainingsaanbod te kunnen uitvoeren;
 - b. het scholingsaanbod te kunnen uitvoeren.
6. Geef aan wat er op het gebied van marketing en communicatie moet gebeuren om dit trainingsaanbod goed in beeld te krijgen bij het werkveld.
7. Geef advies over verbetering van de connecties en informatie-uitwisseling tussen enerzijds de lectoraten en anderzijds het initieel onderwijs.

End Note 2. Leer behoeftes van uit het veld: Maaïke Kluit: Movisie- De nieuwe professional

Tegenstrijdigheden in de 8 bakens kunnen balanceren – Seg 2 Seg 3 (CT pro ruim)

Kennis en inzicht in de complexiteit van wijken Seg 2 , Seg 3 (CT complex)

Verschillende partijen kunnen binden Seg 3 (CT binden)

Fleixibiliteit hebben in het hanteren van samenwerkingsverbanden met financiers en netwerk partners Seg 3 (CT binden)

Ruimte kunnen hebben en kunnen benutten om cliënten te ondersteunen in het zelf werken uit eigen kracht Seg 2 CT pro ruim)

Professionals worden die fungeren als iemand die de boel mobiliseert (Van Ewijk, 2010) die keuzes kan maken in minder of juist meer sturing in begeleidingstrajecten Seg 1, Seg 2 (CT pro ruim)

Organisaties moeten praktijk beoefenaren iets bieden om te overgaan naar een minder strakke manier van werken Seg 3 (CT pro ruim)

Clients also have certain learning needs for which a few products might be used.Seg 6

2014 onderzoek over de Britse Social Care Act – 707 ingevulde enquête online, 4 focus groepen met 100 mensen per keer, 80 consultant- follow up interviews met 80 beroepsbeoefenaren

I 85% van de respondenten zeiden niet goed uitgerust te zijn om zorg te voorkomen, zij kunnen niet op toekomstige problemen inspelen. (CT voorkomen)

II 89% vinden dat zij moeten leren om zorg te kunnen inschatten op kosten. (CT kosten)

III de meest vaak genoemde specialisatie was jeugdzorg – beroepsbeoefenaren willen met name de zorg behoeften van kinderen tot 18 jaar kunnen evalueren. (JZ)

IV 77% vonden dat ze meer moeten weten over het bewaking van veiligheid van cliënten (safeguarding) zij willen in staat zijn om een audit te maken over de risico's van cliënten / willen dat informatie en zorg wordt gedeeld. (CT safe)

Leren als een activiteit in een context – de uitkomsten kunnen verschuiven > het is een sociaal / psychologisch proces. Leren als het toepassen van 'good practices' of het implementeren van leerstrategieën.

End Note 3. From: Rowland, G. (2004). *Shall we dance? A design epistemology for organisational learning and performance*. *Educational Technology, Research & Development* 52(1), 33- 48. Page 46. What Are 'Designerly' Core Competencies

If knowledge is a design, we come to know by designing, knowledge is shared by storytelling and abduction, and knowledge development can be partially guided by homeopoietic management, then a set of core competencies distinct from those typically named is implied:

Judgment: An ability to apply wisdom, set and solve ill-defined problems, and learn from consequences, as opposed to an ability to make decisions and solve well-defined problems.

Creativity: A general skill and a competence in using formal techniques to enhance creativity, as opposed to an emphasis on efficiency and technological know-how.

Composition: An ability to compose, using domain-specific patterns, rather than analyze and apply general prescriptions.

Mindfulness: An awareness of complex relationships and a habit of reflection in and on action, rather than a mechanical execution of tasks.

Tolerance for ambiguity: An embrace of uncertainty, rather than a reduction to simple and recognizable forms to which routines may respond.

Positive attitude toward error: An orientation toward error and failure as sources of learning, rather than unwanted deviations.

Bias toward service and responsibility: A view of organizational life as an act of ethical composition on behalf of oneself and others, rather than an individual and collective survival mechanism.

Systems thinking: A propensity to seek relationships, and perhaps choose performance and performing as the primary systems level, rather than to separate, compartmentalize, and focus on knowledge.

A few core competencies particularly useful in homeopoietic management include:

Cultural awareness: Extensive domain experience leading to clear understanding of cultural norms and practices.

Ethnographic inquiry: Skills that allow one to develop case-specific understandings and to express them in stories.

Dialogue: Skills that allow one to participate, learn with others, and express in language thoughts that may lead to meaningful change.

And a competency necessary for full embrace of a designerly epistemology: *Evolutionary consciousness*: A recognition and deep appreciation of a human role in creating the future.

End Note 4. Learning and Training a selection of excerpts from experts

Leerfuncties voor kennisproductie binnen organisaties, uit: *Corporate curriculum*, door Joseph Kessels – 1996

p. 164 Leerfuncties van de corporate curriculum die in een leerplan verwerkt wordt. Een dergelijk leerplan zou moeten voorzien in zeven functies:

1 Het verwerven van materiedeskundigheid en vakkennis die direct verbandhouden met de kerncompetenties van de organisatie.

2 Het leren oplossen van problemen met behulp van die verworven vakkennis.

3 Het ontwikkelen van reflectieve vaardigheden en metacognities die helpen bij het vinden van wegen om nieuwe kennis op het spoor te komen, deze te verwerven en toepasbaar te maken: het leren te leren

en het toepassen van kennis op de kennisontwikkeling.

4 Het verwerven van communicatieve en sociale vaardigheden die toegang verschaffen tot het kennisnetwerk van anderen en die het leerklimaat van een werkomgeving veraangename.

5 Het verwerven van vaardigheden voor het reguleren van motivatie, emoties, drijfveren, passie en affecties rond het leren.

6 Het bevorderen van rust en stabiliteit, zodat verdieping, cohesie, synergie en integratie mogelijk zijn.

7 Het veroorzaken van creatieve onrust die aanzet tot radicale innovatie.

details over functies 1 en 2

1 Materiedeskundigheid (p. 165) De leerfunctie 'materiedeskundigheid' voorziet in de behoefte aan domein specifieke kennis die rechtstreeks gerelateerd is aan de doelstellingen van het werk.

Hierbij is het belangrijk om aandacht te schenken aan de volgende vragen:

- Is alle materiedeskundigheid die we nu en in de nabije toekomst nodig hebben aanwezig in onze organisatie?
- Weten we wie over welke kennis beschikt en gebruiken we de materiedeskundigheid van iedereen in onze organisatie?
- Hoe kunnen we de materiedeskundigheid die we nodig hebben tot ontwikkeling brengen?
- Hoe kunnen we de expertise delen en verspreiden in onze organisatie?

Het ontwikkelen van inhoudelijke expertise en vakkennis is traditioneel de primaire focus van formele opleidingen en trainingen. Ook nu organisaties zogeheten kennismanagementactiviteiten entameren, ligt het accent vaak op materiedeskundigheid.

In de regel is deze eerste leerfunctie dan ook goed ontwikkeld in kennisintensieve organisaties. Echter, een hoogontwikkelde en sterk gespecialiseerde medewerkerspopulatie is nog niet hetzelfde als een lerende organisatie die erin slaagt kennis productief te zijn.

Hiervoor is het nodig dat medewerkers uit verschillende vakdisciplines hun kennis ter beschikking stellen, uitwisselen en samen verder ontwikkelen. Deze uitwisseling dient zowel binnen, als tussen hiërarchische lagen plaats te vinden. De condities voor uitwisseling kunnen we onder andere bevorderen door informatie toegankelijk te maken en de barrières tussen teams, afdelingen en hiërarchische niveaus op te sporen en weg te nemen.

2 Probleem oplossen (p.165 -166)

Materiedeskundigheid wordt vooral productief, als we deze combineren met het vermogen om oplossingen te vinden voor de nieuwe vraagstukken die zich voordoen. Deze combinatie stelt de organisatie in staat om adequaat te opereren in nieuwe en nog weinig vertrouwde probleemgebieden, een bekwaamheid die steeds meer aan belang wint. Relevante vragen rond deze tweede leerfunctie zijn:

- Welke problemen en vraagstukken zullen in de komende tijd voor onze organisatie spelen? Welke problemen zijn nieuw en vragen om nieuwe aanpakken?
- Hoe komt het dat we heel goed zijn in het oplossen van bepaalde problemen, terwijl we met een ander type vragen constant blijven worstelen?
- Hoe kunnen we medewerkers stimuleren om te experimenteren met nieuwe aanpakken voor het oplossen van moeilijk grijpbare vraagstukken? Het ontwikkelen van het vermogen om nieuwe problemen op te lossen vraagt om creativiteit en het experimenteren met verschillende benaderingen en invalshoeken.

Tevens helpt het vaak om samenwerking te stimuleren tussen mensen met verschillende achtergronden (zoals verschillende disciplines, posities en werkstijlen). Het ontwikkelen van probleemoplossende vaardigheden is gebaat bij een hoge mate van persoonlijke betrokkenheid, gezamenlijke affiniteit met het probleemgebied en ambitie binnen de groep die samenwerkt aan het oplossen van nieuwe problemen (Harrison & Kessels, 2004).

Training vs Learning: What's the Difference?

<http://www.bottomlineperformance.com/training-vs-learning-whats-the-difference/>

I ticked a box! > Is this why you train? (Hint: Don't say "yes")

What are all of those courses, job aids, and apps training you to do? Follow procedure? Perform your daily tasks? **Perhaps we need to start asking better questions.** One thing training seems to do a *really* good job at doing is filling time (and costing money): the time we spend taking it and the time the Learning and Development department spends creating it. What's the outcome of all this? Well, when you do it right, the outcome is learning...but **training and learning are not the same thing.**

Sure, there are plenty of semantics at play here, but how often do you train someone to actually *do* something? Before you dive in to those learning objectives, do you consider **what you want to actually train the learner to do?** How often do we actually have an actionable goal that we want to train someone to do? Training is something you receive as the learner, but learning is what you actually **do** as the learner. Learning implies "I" am doing something. I am taking part and doing the work. Good training inspires people to learn how to do something, but it does not do the work for them.

Ask yourself this: **How often am I actually creating training experiences that are teaching someone to do anything?** When clients come to us asking for training, it often really feels like they are looking for a fancy way to communicate something. "I need to make you aware of XYZ." Are there procedures that you really want someone to be able to execute, or do you just want them to know about it? There's a big difference.

Sure, it's easy to talk about the value of learning vs training and how training for training's sake is not going to work, but what do you do when your corporate culture expects and demands it? All too often the L&D department does not really have a say in whether or not training is produced, they just have to execute. Never fear: there are still plenty of opportunities to optimize the impact of that training and create opportunities for learning. The first step is simply not to shut your learners down with tired methods and designs that do nothing to allow room for learning:

- . When writing scenarios, avoid being overly politically correct and make sure you truly **recreate the point of need**. Spark the raw emotion that would motivate your learner to take action in real life. Yes, that means getting creative and breaking from tradition a bit when you write scenarios.
- . In general, engage the learner's emotions as much as possible throughout the training. All too often, training falls back on hokey examples, clichés, stupid characters, and takes an "easy way out" by using designs that have been used and overused too many times to count. We are running out of ways to engage emotion, but adding more sophistication is not the solution, either. One engaging photo can do more to inspire a learner than the slickest of user interfaces if you do it right. Some simple lines of text can go a long way as well. Bring up something that is a true pain point for people and don't be afraid to stir the pot.

- Avoid shutting your learners down before they even get started. Even if you have a powerful scenario nestled in the final frames of your training, learners will gain no benefit from it if material in the course was too dry. We tend to shut down and tune out experiences we don't consider important, and you only have a short window to grab their attention.

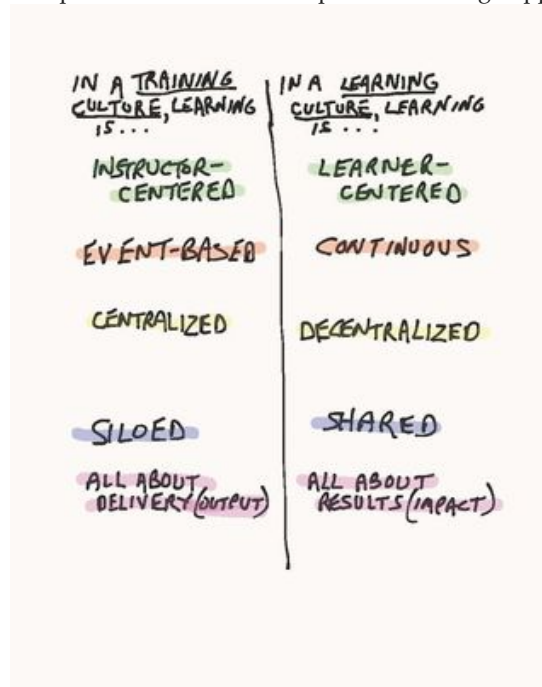
Sometimes, your organization will decide that training is the answer before they have even figured out the question, and there is not much you can do about it. There are still plenty of ways you can separate the training from the learning and help your learners find real value from the experience. *This entry was posted in [Learning Design](#) by [Steven Boller](#). Bookmark the [permalink](#).*

Training Culture vs. Learning Culture

February 12, 2015 by Stephen Gill

http://stephenjgill.typepad.com/performance_improvement_b/2015/02/training-culture-vs-learning-culture.html

What's the difference between a "training culture" and a "[learning culture](#)"? The answer is, "A great deal." As the chart shows, in a training culture, responsibility for employee learning resides with instructors and training managers. In that kind of culture the assumption is that trainers (under the direction of a CLO) drive learning. Whereas in a learning culture, responsibility for learning resides with each employee and each team. In that kind of culture, employees are expected to seek out the knowledge and skills they need, when and where that knowledge and those skills are needed. In a training culture, the assumption is that the most important learning happens in events, such



as workshops, courses, elearning programs, and conferences. In a learning culture, it's assumed that learning happens all the time, at events but also on-the-job, through coaches and mentors, from action-learning, from smartphones and tablets, socially, and from experiments.

In a training culture, the training and development function is centralized. The CLO, or HR, or a training department controls the resources for learning. Employees and their managers assume that if new competencies are needed, they should rely on this centralized function. In a learning culture, everyone is responsible for learning. The entire organization is engaged in facilitating and supporting learning, in the workplace and outside the workplace.

In a training culture, departmental units in the organization compete for information. Each unit wants to know more and control more than the other units. This competition can result in short-term gains for

those units and even for the organization as a whole (e.g., drug development in pharmaceutical companies). In a learning culture, knowledge and skills are shared freely among units. Everyone is working to help everyone else learn from the successes and failures across the organization.

This creates a more sustainable and adaptable organization.

In a training culture, the learning and development function is evaluated on the basis of delivery of programs and materials. Typically, what matters to management is the courses that were offered and how many people attended. In a learning culture, what matters is the knowledge and skills acquired and applied in the workplace and impact on achieving the organization's strategic goals. It's less about output and more about the difference that learning makes for individuals, teams, and the entire organization.

From :dreaming, weaving, learning,

<https://dreamweavelearn.wordpress.com/2012/01/26/learning-vs-training/>

| | Emphasis on training | Emphasis on lifelong learning |
|------------------------------------|---|---|
| perceived role of new media | economical , productivity | quality |
| epistemologies of knowledge | explicate and transfer existing knowledge | understand existing knowledge and create new knowledge |
| new media | learn about computers | learn with computers |
| impact of new media | make delivery method more efficient | allow new things to be learnt |
| teaching | add-on to current teaching methods | change what we teach and how we teach |
| assessments | number of facts known | articulating knowledge, reflective practitioner |
| mindset | passive consumer | active designer, co-developer |
| setting | schools, separate, formal, forced | workplace, families, museums; integrated, informal, discretionary |
| new knowledge | assigned-to-learn, decontextualized, | need-to-know, on demand, contextualized |
| learning | rote learning | learning with understanding |

Figure 1: Emphasis on Training versus Emphasis on Lifelong Learning

End Note 5. The interview cover letter and fill in lists

Geachte

In opdracht van het management van de afdeling 'Professionals & Bedrijven' van de Hanzehogeschool Groningen, samen met de lectoraten Arbeidsparticipatie, Integraal Jeugdbeleid en Rehabilitatie, maak ik een inventarisatie van producten ontwikkeld door deze lectoraten en die geschikt zijn om aangeboden te worden voor professionaliseringsdoeleinden aan instellingen in het sociale domein. De drie lectoraten hebben vele interessante producten gemaakt sinds hun ontstaan. Sommige ervan worden nu ingezet in het onderwijs bij de Hanzehogeschool Groningen. Anderen zijn al omgezet in leermodulen en aangeboden aan instellingen voor professionele training op de werkplek. Sommige daarvan zijn ontwikkeld in samenwerking met andere hogescholen of instellingen in het sociaal domein.

Maar er blijven nog vele artikelen en andere producten liggen in de kennisbanken van de lectoraten. Zij gaan over trends, thema's, modellen, good practices, en methodieken. Het is heel goed mogelijk dat er producten zijn die bijzonder bruikbaar zijn bij het bijscholen van medewerkers van uw instelling. Ik wil graag samen met u vaststellen welke producten voor u interessant zijn.

Bovendien is tegemoetkoming aan de vraag naar onderwijs (in welke vorm dan ook) vanuit potentiële afnemers zoals u cruciaal voor ons. Daarom wil ik weten of u bereid bent om geïnterviewd te worden. Ik zou het erg waarderen om op korte termijn met u in gesprek te komen. Het betreft een vrij gestructureerd interview dat ongeveer driekwartier in beslag neemt en kan mondeling of telefonisch worden afgenomen.

Hieronder ziet u de globale thema's die wij zullen behandelen (en paar bijlagen die aan de orde komen). Tijdens het gesprek kan ik desgewenst genoemde vragen/begrippen toelichten.

U kunt aangeven wanneer en hoe wij bij elkaar kunnen komen via email: m.troia@pl.hanze.nl, Tel: 05055953622, 0610078699.

Bij voorbaat dank voor uw bereidheid,
Marion Troia (hogeschool docent en onderzoeker)

Vragen vallen onder drie subthema's.

1. Leerbehoeften / leervragen

Ten eerste wordt u een lijst met leerbehoeften voorgelegd.

2. Gewenste leervormen

Ten tweede wordt er gevraagd naar de typen of vormen van (leer-plek) training, nascholing, onderwijs of onderricht die gewenst zijn door uw medewerkers.

3. Interessante onderwerpen

Ten derde worden er vragen gesteld over hoe de lectoraten hun producten voor training -of- onderwijs beter bekend kunnen maken door materiaal over nuttige onderwerpen te bieden. Een lijst met onderwerpen waar de lectoraten al producten voor hebben wordt voorgelegd.

Leerdoelen/ leerbehoeften

De leerdoelen van leidinggevenden en uitvoerende professionals staan niet los van elkaar. Er zijn kennis gebieden, houdingen en vaardigheden die door beide groepen beheerst moeten worden maar wel op een ander niveau of met een andere aanpak. Het gaat hier vooral over de rol van professionals in verband met decentralisaties, de transitie en de omwenteling in het sociale domein anno 2015.

A-Bekijk de volgende vanuit de positie van leidinggevenden. Wat zouden Managers/leidinggevenden bij Gemeentelijke /Sociale Diensten & van instellingen in het sociale domein, willen leren *voor zichzelf* om de doelen van de organisatie beter te bereiken in verband met de decentralisatie in zorg en welzijn? Vink behoeften aan die herkenbaar zijn en/of geef een commentaar in de marges

- ☐ Leiderschap 1- Faciliteren/motiveren van medewerkers a) om iets te leren dat noodzakelijk is (B.v. basis kennis over nieuwe wetten) b) om kennis die ze al hebben anders in te zetten c) zelfvertrouwen t.o.v. veranderingen te versterken (houdingsaspecten) of d) voorwaarden voor leren te maken (b. v. kritisch succes factoren erkennen en realiseren) of e) iets anders?
 - ☐ Leiderschap 2 - Verbindingen aangaan, door a) met collega managers op een lijn te komen door dialoog met elkaar aan te gaan en door deze lijn uit te stralen naar medewerkers b) eilandjes onder gelijkgezinde medewerkers te helpen doorbreken door het stimuleren en faciliteren van gesprekken onder elkaar en c) op gang zetten van dialoog tussen organisaties op meerdere niveaus (midden kader is cruciaal in veranderingsprocessen) d) iets anders?
 - ☐ Ondernemerschap – (Wat houdt het in?) B.v. wat betekent contracteren bij lokale overheden voor het personeel? Wat is de relatie met reflecteren, met opmaat kijken naar behoeften van personeel? Hoe wordt ondernemerschap bij personeel bevorderd? Wat voor houding heeft de manager nodig?
 - ☐ Aanpakken voor omgaan met complexiteit (horizontale/ verticale spanningsveld), Kunnen pendelen tussen niveaus -heeft ook te maken met omgeving -sensitiviteit
- Verticaal: wat betekent dit? Spanningsveld tussen 'management' logica en ruimte voor professionals? Hoe om te gaan met verantwoording afleggen?
- Horizontaal: b.v. verschillende organisaties organiseren hulp met elkaar rondom een klant; samenwerking tussen verschillende functies
- ☐ Aanpakken voor het implementeren van transities voor civil society/Participatie b.v. Kosten/baten analyses maken; methoden, modellen inspiratie bronnen om creatief en effectief omgaan met uitdagingen & mogelijkheden van transities
 - ☐ Aanpakken om organisatie system te beheren/ begeleiden – systemen opzetten (werkdruk) b.v. door medewerkers ruimte te geven om af te wijken van protocollen als er goede argumenten voor zijn; om een cultuur te stimuleren dat laat systemen voor wat ze zijn een middel en niet een doel op zich
 - ☐ Kader om keuzes en rangschikkingen te maken over kennisgebieden (good practices) nodig voor de eigen organisatie en visie over hoe nieuwe inzichten uit kennis geborgen kan worden :Wat heeft prioriteit op dit moment a)Rehabilitatie b) Healthy Ageing, c)gevolgen van Jeugdbeleid i. e. positief jeugdbeleid, samenwerking vanuit hulp/zorg met onderwijs en opvang d) gevolgen van nieuwe Arbeidswetten e) gevolgen van WMO /participatie / civil society f) een ander kennis gebied?
 - ☐ Andere...b.v. los laten?
-

De volgende zijn gedeeltelijk gebaseerd op bevindingen uit: van Horssen, C., & van der Woude, F. (2014). *Decentralisaties in het sociale domein: Een verkennend onderzoek naar de gevolgen voor professionals in Amsterdam*. Kenniscentrum maatschappij en recht, Lectoraat armoede en participatie en Lectoraat community care, Hogeschool van Amsterdam.

B-Bekijk de volgende vanuit de positie van uitvoerende professionals. Wat zouden zij moeten leren om hun rollen als gevolg van de decentralisatie van

AWBZ ondersteuning – kan mensen met licht of zwaardere beperking zijn. Doel is om langdurig verblijf in instellingen te voorkomen – denk aan hoe professionals ingezet zijn voor (ambulante) woonbegeleiding, gezinsondersteuning, mantelzorg ondersteuning, dagbesteding voor GGZ, arbeidsmatige dagbesteding, inloophuizen, ontmoetingsgroepen ,logeerhuizen of sport voor mensen met een verstandelijke beperking.

Participatiewet – wajongers, mensen met beperkingen die onder begeleiding kunnen deelnemen aan arbeid, werkzoekenden zonder arbeidsbeperkingen

Jeugdzorg / Passend onderwijs – samenwerkingsverbanden tussen scholen, gemeente en instellingen met als doel passend aanbod te creëren en onderhouden voor opvoed- opgroei-ondersteuning

Civil society stimuleren en ondersteunen, b.v. aanpakken voor interculturele inclusie in buurten, vrijwilligers, burger initiatieven etc.

Vink behoeften aan die herkenbaar zijn en/of geef een commentaar in de marges

- ☐ Empoweren (door) Initiëren en benutten zelforganiserend vermogens van leden van hierboven genoemd doelgroepen door relevante kennis, vaardigheden, attitudes. Ook Activering t.b.v. civil society / Community building / burgerparticipatie bij 1. Burgers met zorg issues & hun ondersteuners 2. in buurten zoals vrijwilligers in wijken/ Ondersteunen van netwerken
- ☐ Ondernemerschap door kennis, houding, en vaardigheden om samen te werken/ verbindingen te maken met en tussen krachtige en kwetsbare burgers en met collega's en relevante experts uit verschillende gebieden en instellingen (t-shaped werken) Kunnen pendelen tussen niveaus (heeft ook te maken met omgeving-sensitiviteit)
- ☐ Professionele ruimte kunnen nemen zelf en geven aan actieve burgers, collega's en zelf
- ☐ Omgaan met morele dilemma's / b.v. problematiek rondom sociale veiligheid, zelf vertrouwen hebben om ruimte te nemen voor normatieve aspecten
- ☐ Herkennen van doelgroepen met zware en/of complexe problematiek
- ☐ Beoordelen ondersteuningsbehoefte b.v. door kennis van tools voor preventie en om risico's te kunnen inschatten of andere diagnostische aanpakken te kunnen inzetten
- ☐ Kunnen kiezen tussen een generalistische versus specialistische aanpak
- ☐ Kennisgebieden: (good practices) zoals voor HA, Jeugdzorgproblematiek, Participatie, Rehabilitatie
- ☐ Andere

Sub thema 2 mogelijke leervormen

Welke van de volgende leervormen kent u al? Wat is uw ervaring met hen? (mondeling toelichten)

| <u>Werkvormen</u> | <u>Instrumenten (meer zijn mogelijk)</u> |
|--|--|
| <input type="checkbox"/> Oefenen | dossiers over specifiek onderwerpen |
| <input type="checkbox"/> Model staan | reflectie & planning formuleren |
| <input type="checkbox"/> Mentoren | casussen |
| <input type="checkbox"/> Begeleiden processen | checklists |
| <input type="checkbox"/> Intervisie | vragenlijsten |
| <input type="checkbox"/> Training sessies | video opnames |
| <input type="checkbox"/> Workshops | doelrealisatie lijsten |
| <input type="checkbox"/> Leesclub | dossiers met overzichten/inzichten |
| <input type="checkbox"/> Eigen leertraject ontwerpen | eigen dossier |
| <input type="checkbox"/> Rollenspel | |
| <input type="checkbox"/> Observaties bij collega's in de eigen instelling of andere instellingen | |
| <input type="checkbox"/> Meedoen aan congressen | evaluatie formulier samen invullen |
| <input type="checkbox"/> Presentaties geven | presentatie |
| <input type="checkbox"/> Studeren voor een certificaat | |
| <input type="checkbox"/> Online leren | |
| <input type="checkbox"/> Andere ? | |

Gedeeltelijk uit : Goense, P., Pronk, S., Boendermaker L., Bakker ,R., Ruitenberg, I., & Bertling, L. (2015). *Leren op de werkvloer: Organisatie en inhoud*. Het lectoraat Kwaliteit en Effectiviteit in de Zorg voor Jeugd, Hogeschool van Amsterdam.

Bijlage Sub thema 3 **Onderwerpen**

Welke onderwerpen zouden interessant zijn? (en waarom?)

| Clusters van thema's of onderwerpen |
|---|
| <input type="checkbox"/> Healthy Ageing = HA <input type="checkbox"/> Sub set: VT Elderly/ Ouderen |
| <input type="checkbox"/> gevolgen nieuwe Arbeidswetten |
| <input type="checkbox"/> Gevolgen WMO/ WNS <input type="checkbox"/> Transitie naar Civil society /burgerparticipatie |
| <input type="checkbox"/> gevolgen nieuw Jeugdbeleid |
| <input type="checkbox"/> ondernemerschap |
| <input type="checkbox"/> preventie |
| <input type="checkbox"/> risico's inschatten |
| <input type="checkbox"/> diversiteit |
| <input type="checkbox"/> Empowerment |
| <input type="checkbox"/> aanpak inclusiviteit |
| <input type="checkbox"/> Klantmanagers (vaardigheden) |
| <input type="checkbox"/> School type, De brede school |
| <input type="checkbox"/> peer- interactie onder scholieren |
| <input type="checkbox"/> gedragsproblemen jongeren |
| <input type="checkbox"/> betrokkenheid van ouders met psychiatrische problemen |
| <input type="checkbox"/> werkzoekenden uitdagingen |
| <input type="checkbox"/> pedagogisch aanpak/ <input type="checkbox"/> Orthopedagogie |
| <input type="checkbox"/> individuele rehabilitatie benadering |
| <input type="checkbox"/> Begeleid leren |



NOTES
